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Danish

Language Guide

July 2015
Danish 1.2
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Danish
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

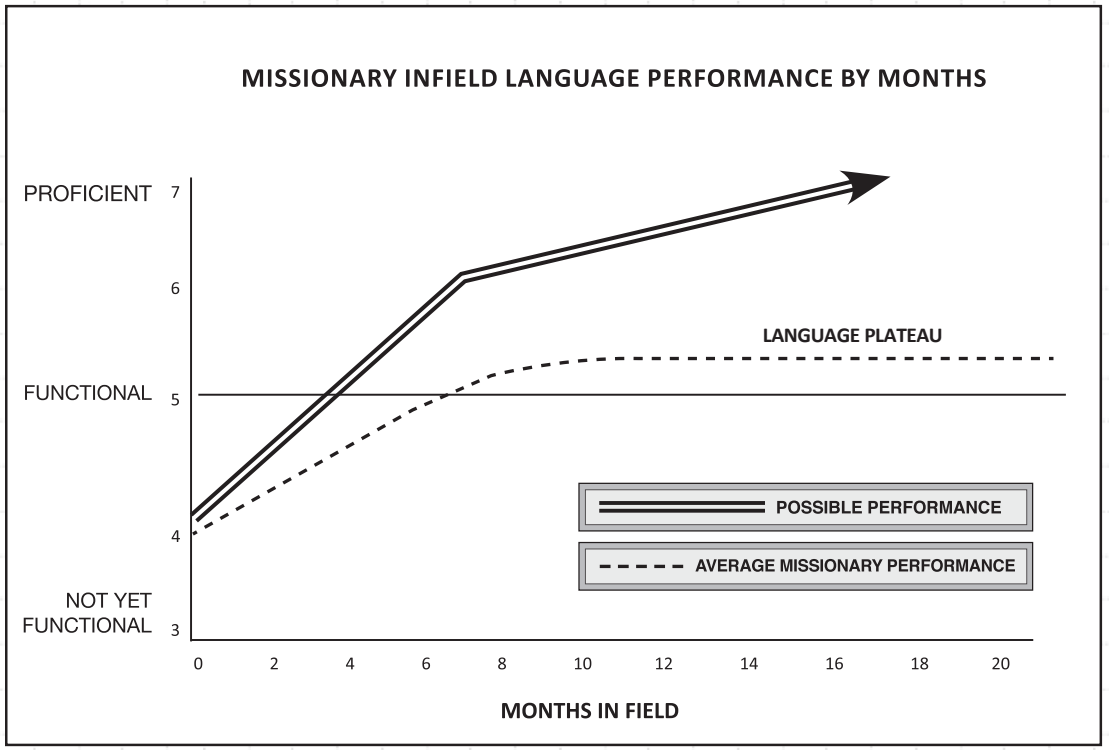
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



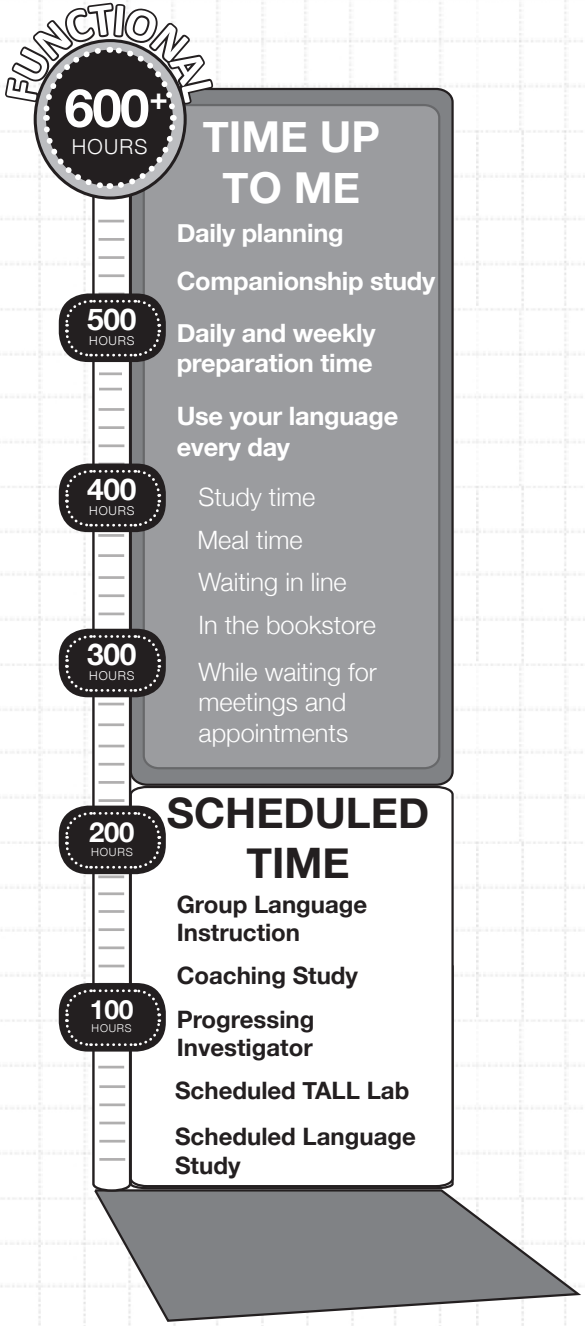
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

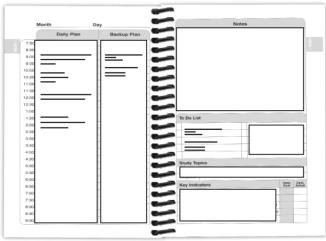
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

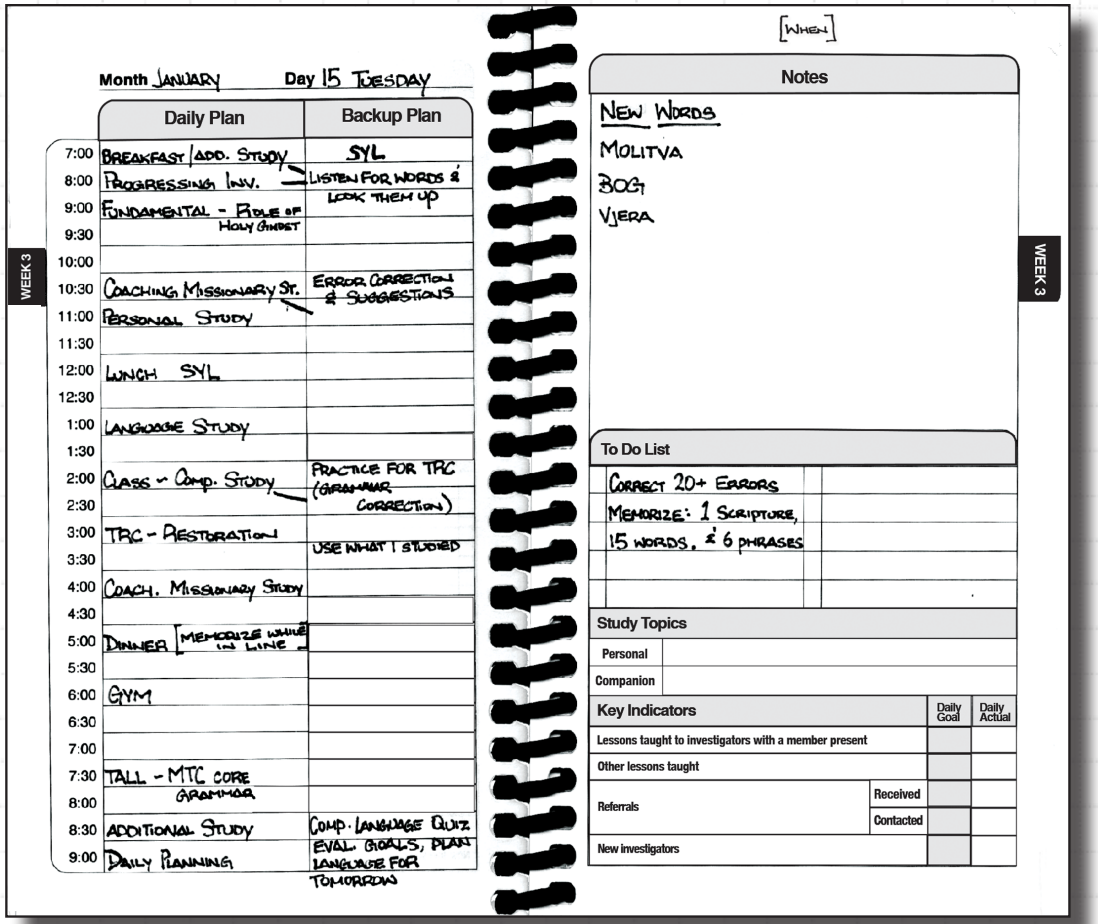
Study Plans: [how]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

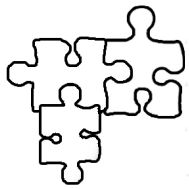
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

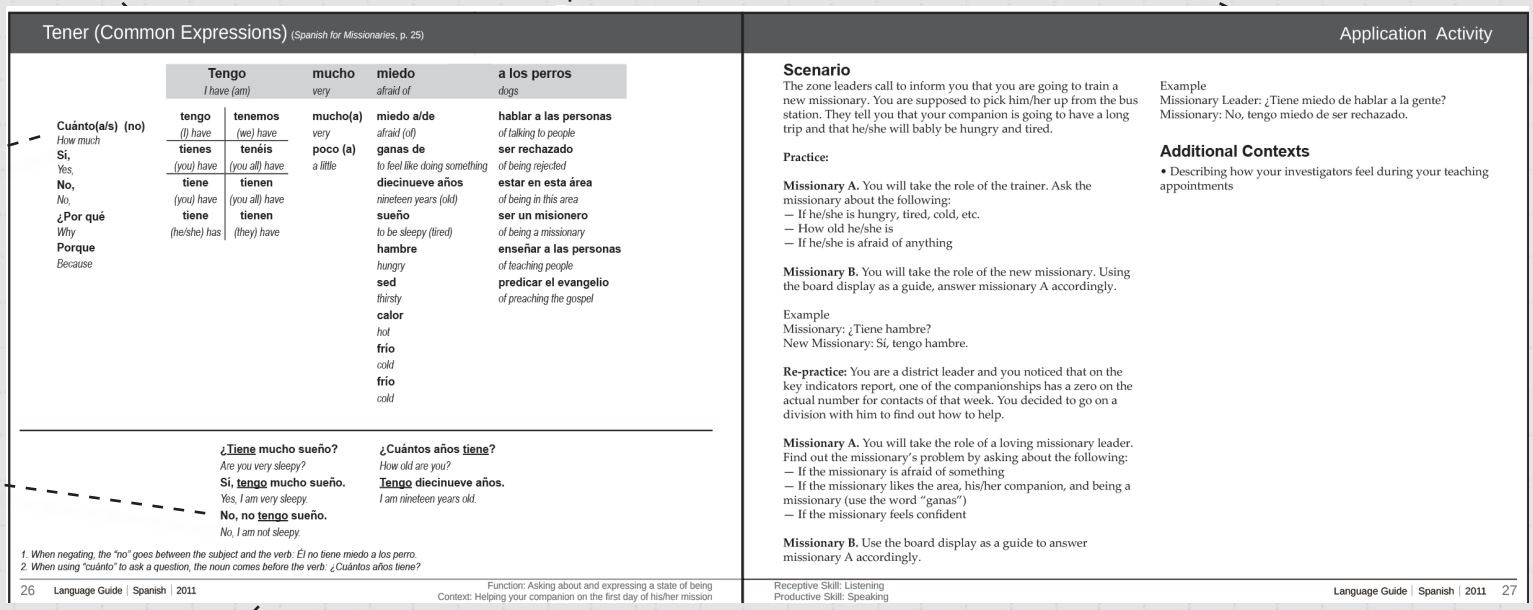
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

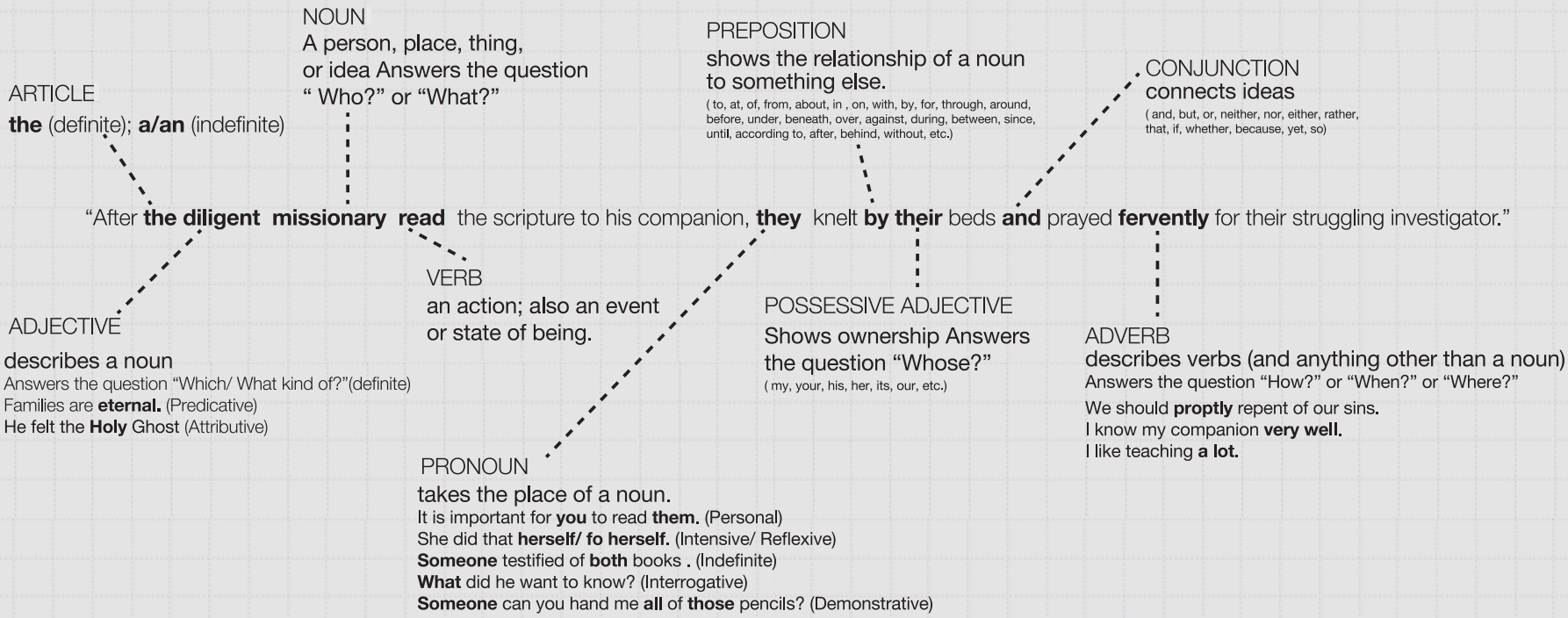
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well.**
I like teaching **a lot.**
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Prework

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
en **familie**	family (spouse and children)
søskende	siblings
en **bror**	a brother
en **søster**	a sister
en **missionær**	a missionary
en **kammerat**	a companion/colleague
en **mission**	a mission
Biblen	the Bible
Mormons Bog	The Book of Mormon
tro	religion/faith/belief
morgen	morning
eftermiddag	afternoon
aften	evening
hobbyer	hobbies

Pronouns	
jeg	I
du	you
han	he
hun	she
vi	we
I	you (plural)
de	they
Gud	God
Jesus Kristus	Jesus Christ
Himmelske Fader	Heavenly Father

Review:

Immediate Review:

Using this task, get to know your investigator. Find out about his or her life, interests, and beliefs.

Grammar Help:

In Danish, you cannot say "do." For example, "Do you like fishing?" or "Do you believe in God?" or "Did you read the chapter?" Instead, the verb comes first and the subject second. For example, "Believes you in God?" or "Read you the chapter?"

Verbs	
at hedde	to be called (a name)
at fortælle	to tell
at gå	to go
at komme	to come
at spille	to play (a game, a sport, an instrument)
at have	to have

Numbers			
en	one	**syv**	seven
to	two	**otte**	eight
tre	three	**ni**	nine
fire	four	**ti**	ten
fem	five	**elleve**	eleven
seks	six	**tolv**	twelve

Practice:

Introduce yourself in Danish to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Greetings
Goddag.
Good day.
Godmorgen.
Good morning.
Davs/Hej
Hello/Hi

Questions
Hvad hedder du?
What are you called (name)?
Hvordan går det?
How goes it?
Hvordan har du det?
How have you it?

Responses
Jeg hedder _____.
I am called (name)_____.
Det går godt/fint.
It goes well/fine.
Jeg har det godt/dårligt.
I have it good/bad.

Farewells
Hej Hej!
Goodbye
Vi ses!
See you later!
Hav det godt!
Have it good!

Question Words
Hvem
Who
Hvad
What
Hvor
Where
Hvornår
When
Hvorfor
Why
Hvordan
How
Hvilken/Hvilket/Hvilke
Which
Hvis
If

Learn about religious background

Hvad what	**tror** believe **forstår** understand	**du** you **I** you (plural)	**om Gud?** about God? **om livets mening?** about the meaning of life?
	forventer expect		**fra vores besøg?** from our visit?

Get to know someone

Hvor mange søskende har du? How many siblings have you?	**Jeg har ___ søskende.** I have ___ siblings.
Hvad kan du lide at lave? What do you like to do?	**Jeg kan lide _____ .** I like _____ .
Hvorfor kom du på mission?	**Jeg kom på mission fordi _____.**
Why came you on a mission?	I came on a mission because _____.

Prework

Memorize the following vocabulary to prepare for in-class instruction.

Question words	
Hvem	Who
Hvad	What
Hvor	Where
Hvornår	When
Hvorfor	Why
Hvordan	How
Hvilken	Which
Hvis	If

Nouns	
en profet	a prophet
Helligånden	the Holy Spirit
tro	faith
evangeliet	the gospel
en aftale	an appointment
en besøg	a visit
et svar	an answer
skrifterne	the scriptures

Verbs	
at være	to be
at lære	to learn
at forvente	to expect
at ønske	to want/desire
at kende	to know (a person)
at elske	to love
at inspirere	to inspire
at hjælpe	to help
at undervise	to teach

Review:

Immediate Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought-provoking questions, and providing a few simple statements of truth. Practice with your companion.

Grammar Help:

In Danish, there is a difference between the subject ‘‘you’’ and the object ‘‘you.’’ When saying, ‘‘You teach me,’’ *you* is the subject, and *me* is the object, *Du underviser mig.* When saying, “God loves you,” *God* is the subject, and *you* is the object, *Gud elsker dig.*

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal. Roll play with your companion.

Prefixes
Tror du at...? Do you believe that...?
Vi vil lære dig at... We will teach you that...

Sentences

Subject	Verb	Posessive Pronoun	Noun
Du You **Jesus Kristus** Jesus Christ **Mormons Bog** The Book of Mormon **Joseph Smith** Joseph Smith **Gud** God	**er** is/am/are **var** was/were	**Guds** God's **Jesu Kristi** Jesus Christ's **vores** our	**barn** child **profet** prophet **ord** word **himmelske Fader** Heavenly Father **Søn** Son

Simple Truths

Subject	Verb	Object
Gud God **Jesus Kristus** Jesus Christ **Helligånden** The Holy Spirit **Skrifterne** The scriptrues **Profeter** Prophets	**elsker** loves **kender** knows **inspirerer** inspires **hjælper** helps **underviser** teaches	**dig** you **mig** me **os** us **familier** families **Guds ord** the word of God

Questions

Question word	Verb	Subject	Object
Hvem Who **Hvad** What	**er** is	**Gud** God **en profet** a prophet **Helligånden** The Holy Spirit **din familie** your family	**til dig?** to you?
Hvorfor Why			**Adjective** **vigtig?** important? **nødvendig?** necessary?

Expectations

Question word	Verb	Pronoun	Prep	Subject
Hvad What	**forventer** expects **ønsker** wants/desires	**du** you **I** you (plural)	**fra** from	**os?** us? **Gud?** God? **vores besøg?** our visit?

Prework:

Read through “How Can I Know” section of The Restoration (Gengivelsen) pamphlet to learn the principles of prayer in Danish.

Prepare for this task by reviewing the phrases on this page and the following page with your companion, TALL, etc.

What are you thankful for? What blessings are you seeking for at this time?

Consider what more you would like to be able to express in prayer, and record those things in the space below.

Verbs	
at bede om	to ask
at takke	to thank
at sige	to say
at velsigne	to bless
at lære	to learn
at give	to give
at lytte til	to listen to
at forstå	to understand
at elske	to love

Nouns	
en bøn	prayer
et svar	answer
et spørgsmål	question
en styrke	strength
en sundhed	health
et sprog	language
en vejledning	guidance
en undersøger	investigator
en mulighed	opportunity

Review:

From now on pray only in Danish, using the words you know. Try expanding your vocabulary each day by adding new words and phrases you learn from TALL and other missionaries

Practice:

Introduce your companion to prayer by explaining what it is, and how to pray. Give an example and then ask your companion to pray.

Grammar Help: In Danish, there are two genders for nouns: common (en) and neuter (et). These genders will also determine which my (min/mit/mine) or your (din/dit/dine) to use.

English	Danish

Address Heavenly Father

Kære Dear	**himmelske Fader** Heavenly Father
Vor Our	**Fader i himlen** Heavenly Father

Express Grattitude

Subject	Verb	Object	preposition	possesive pronoun	object
Jeg I	**takker** thank	**dig** you	**for** for	**min/mit/mine** my	**familie(r)** family(ies)
		Adjective		**vores** our	**velsignelser** blessings
We We	**er** am/are	**taknemlig** thankful		**din/dit/dine** your	**Ånden** the Spirit
					Søn Son

Ask for Help and Blessings

Jeg I	**beder dig om** pray you for	**hjælp med dansk** help with Danish **tro, tålmodighed, tungamålsgaven** faith, patience, the gift of tongues **din Ånd** your Spirit			
Vi We	**beder dig om at** pray you to	**velsigne** bless **hjælpe** help	**os** us _____ (name of your investigator) **vores familier** our families	**med** with	**tungamålsgaven** the gift of tongues **næstekærlighed** charity **Ånden** the Spirit

Ending a Prayer

Jeg I	**ser dette** say this	**i Jesu Kristi navn. Amen**
Vi We	**ser disse ting** say these things	in the name of Jesus Christ. Amen

Prework

Prepare for this task by reviewing the phrases on this page and the following page with your companion, TALL, etc.

What do you know? What do you have a testimony about? What can you testify of, that can help someone come unto Christ?

Consider what more you would like to be able to testify of, and record those things in the space below.

Prepositions	
gennem	through
på grund af	because of

Nouns	
en bøn	a prayer
omvendelse	repentance
en dåb	a baptism
Kirken	the Church
et vidnesbyrd	a testimony
Mormons Bog	the Book of Mormon
en profet	a prophet

Verbs	
kan	can
må	may
at elske	to love
at velsigne	to bless
at sende	to send
at være	to be
at vide	to know
at vidne om	to testify

English	Danish

Grammar Help:]

The word “that” can be said three different ways in Danish: at, som, den/det. “Som” is said when you can replace “that” with “which” or “who.” “Den/det” is said when you can figuratively or physically point to something. For example: *that* book or *that* principle. For everything else, use “at.”

Review:

Bear you testimony to your companion. Explain how you came to find out what you know. Roll play a situation where you could bear testimony of what you know to an investigator.

Prefixes

Jeg ved at... I know that...
Jeg vidner om at... I testify that...

Preposition	Verb	SV	VO
Gennem Through **På grund af** Because of	**bøn** prayer **omvendelse** repentance **dåb** baptism	**vi kan** we can **vi må** we may	**føle fred** feel peace **modtage tilgivelse** receive forgiveness **blive rene** become clean **have håb** have hope **føle Ånden** feel the Spirit

Subject	Verb	Object
Gud God **Han** He **Jesus Kristus** Jesus Christ	**elsker** loves **velsigner** blesses **sendte** sent	**dig** you **familier** families **os** us **sin Søn** his Son

Conjunction	Subject	Verb Object
Fordi Because	**Gud** God **jeg** I	**svarede min bøn** answered my prayer **læser i Mormons Bog** read in the Book of Mormon **kommer i kirken** come to church **føler Guds kærlighed** feel God's love

Subject	Verb	Object
Mormons Bog The Book of Mormon **Kirken** The Church **Joseph Smith** Joseph Smith	**er** is **var** was	**sand** true **Guds ord** the word of God **en sand profet** a true prophet **en Guds profet** a prophet of God

Prework

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs

at adlyde	to obey
at omvende	to repent
at blive døbt	to be baptized
at bede	to pray
at læse	to read
at modtage	to receive
at hjælpe	to help
at velsigne	to bless
at vide	to know (a fact)

Conjunctions

hvis	if
når	when

Nouns

en tro	faith
en bøn	a prayer
et spørgsmål	a question
en kærlighed	love
en velsignelse	a blessing

Indicators of Time

nu	now
i dag	today
i går	yesterday
i morgen	tomorrow
en uge	week

Days of the Week

mandag	Monday
tirsdag	Tuesday
onsdag	Wednesday
torsdag	Thursday
fredag	Friday
lørdag	Saturday
søndag	Sunday

Review:

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

When using a modal verb, such as can or will, the verb stays in the infinitive form. For example, “I will pray,” becomes “jeg vil bede” in Danish.

Additional Practice:

Review the “Invitation to Be Baptized” in Danish, found at the end of Lesson 1: The Restoration in Preach My Gospel. Consider how you might prepare to invite your investigator to be baptized, and practice the invitation with your companion.

Give a commitment

For at In order to	**vise tro** show faith **vide dette er sandt** know this is true **adlyde God** obey God	**vil du** wil you	**læse** read **bede** pray **komme i kirke** kome to church	**Mormons Bog?** the Book of Mormon? **til Gud?** to God **denne søndag?** this Sunday?

Extend an Invitation

Når When **Hvis** If	**Gud** God **du** you	**besvarer** answers **føler** feel **ved** know	**din bøn** your prayer **at dette er sandt** that this is true **dit spørgsmål** your question	**vil du** wil you	**blive døbt?** be baptized? **adlyde Gud?** obey God? **omvende dig?** repent?

Setting Appointments and Baptismal Dates

Modal verb	Subject	Verb	Preposition	Day of the Week*	Article	Ordinal Number*
Kan Can **Vil** Will	**vi** we **du** you	**komme tilbage** come back **blive døbt** be baptized	**på** on	**mandag** Monday **tirsdag** Tuesday **fredag** Friday **lørdag** Saturday	**den** the	**første** first - 1st **anden** second - 2nd **tiende** tenth - 10th **tyvende** twentieth - 20th

Positive Reaction

Subject	Modal verb	Verb	Object
Gud God **Du** You	**vil** will	**velsigne** bless **føle** feel **modtage** receive	**dig** you **Guds kærlighed** God's love **velsignelser** blessings

Negative Reaction

Vil Will	**du** you	**forklare** explain	**hvorfor ikke?** why not? **dine tanker?** your thoughts?
Hvorfor Why	**føler** feels	**du** you	**sådan?** that way?

Prework

Review the words and familiarize yourself with the words and phrases of the task.

Study the Cardinal Numbers (one, two, etc.) as found in the Appendix.

Memorize the question words and other words as found here:

Question words	
hvem	who
hvad	what
hvor	where
hvornår	when
hvorfor	why
hvordan	how
hvilken	which
hvis	if

Nouns	
et vers	verse
et kapitel	chapter
et skriftsted	scripture
et budskab	message
et svar	answer
en tanke	thought
et spørgsmål	question
et eksempel	example

Verbs	
at tænke (I)	to think
at anvende (II)	to apply
at dele (II)	to share
at læse (II)	to read
at forklare (I)	to explain
at vise (II)	to show
at tale (II)	to speak

Prepostions	
fra	from
for	for
med	with

With your companion, go through your lesson plan and decide how you will use the scriptures in your next lesson. Write down below the scriptures that you plan on using in your lesson, and discuss with your companion the main message that you would like your investigator to understand from reading that scripture. Record your thoughts below:

Scripture:	Main Message:
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____

Introducing the Scripture

Slå op Open to **Vil du læse** Will you read	**Moronis Bog** the Book or Moroni **Jakobsbrev** the Epistle of James **Indledningen?** the introduction?	**kapitel** chapter	**ti** ten **et** one	**vers** verse	**fire** four **fem** five	**til og med** to (and with)	**fem?** five? **seks?** six?

Give Background and Apply Scripture

I dette vers In this verse **I dette kapitel** In this chapter	**Nefi** Nephi **Moroni** Moroni **Jesus** Jesus **du** you **I** you (plural)	**underviser om** teaches about **forklarer** explains **viser** shows	**hvordan man** how one	**har** has **modtager** receives **følger** follows	**tro** faith **et svar fra Gud** an answer from God **sit eksempel** his example
Mens While **Når** When		**læser** read	**vil du** will you	**tænke på** think about **kigge efter** look for	**hvordan du føler** how you feel **hvordan dette anvender til dig** how this applies to you **hvordan du kan vide sandheden** how you can know the truth

Ask Follow-up Questions

Hvad synes du om dette? What do you think about this?
Hvorfor tror du at dette er vigtigt? Why do you think this is important?
Hvordan kan du anvende dette til dit liv? How can you apply this to your life?

Prework

Review the words and familiarize yourself with the words and phrases of the task.

Study Josph Smith's experience in Joseph Smith History and practice reading the first vision in Danish which is found in the Restoration pamphlet (Gengivelsen) p.11

Memorize the verbs found in the board display

Review:

Immediate Review:

Think of your own conversion story. How did you come to know that the Church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can gain a personal testimony.

Grammar Help:

In Danish, the subject and verb are inverted when a dependent clause (or prepositional phrase) comes before the independent clause. For example: "Today, will we teach about prayer." Today is the prepositional phrase. If we said, "We will teach about prayer today," there would be no inversion.

Additional Practice:

Practice telling the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Subject	Past Verb	Inf. Verb	Prep	Noun Phrase		Phrase
Joseph Smith *Joseph Smith* **Han** *He* **Jeg** *I*	**ønskede** *wanted* **søgte** *sought*	**at vide** *to know* **at forstå** *to understand* **at få at vide** *to find out*	**om** *if*	**den sande kirke** *the true church* **en barmhjertig Gud** *a merciful God* **synders forladelse** *forgiveness of sins*		**fandtes,** *existed.*
				kirken *the church* **Guds plan** *God's plan*	**var** *was*	**sand** *true*

Conj	Verb	Subj.	Verb+Noun
derfor *therefore*	**begyndte** *began*	**han** *he* **jeg** *I*	**til at besøge mange kirker** *to visit many churches.* **at adlyde Guds ord.** *to obey the word of God.* **at bede til Gud.** *to pray to God.* **at studere Biblen** *to study the Bible.* **at udøve tro på Kristus.** *to exercise faith in Christ.*

Subject	Verb	Object
Joseph Smith *Joseph Smith* **Han** *He*	**så** *saw* **hørte** *heard*	**Gud og Jesus Kristus.** *God and Jesus Christ.* **Guds røst.** *God's voice.*
Jeg *I* **Vi** *We*	**fik** *received* **følte** *felt*	**et svar.** *an answer.* **en stærk følelse.** *a strong feeling.*

Phrase	Verb	Sub	Conj	God	Phrase
Som konsekvens, *As a consequence,* **På grund af dette,** *Because of this,*	**lærte** *learned* **vidste** *knew*	**han** *he* **jeg** *I*	**at** *that*	**Gud** *God*	**og Kristus er adskilte personer.** *and Christ are separate beings* **har en fysisk krop.** *has a physical body*
	ved *know* **forstår** *understand*	**jeg** *I* **vi** *we*			**besvarer bønner.** *answers prayers* **sørger for sine børn.** *cares about his children*

Make Paragraphs

så
so
derfor
therefore
på grund af det
because of that
derefter
after that
også
also

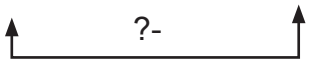
Q Word	Verb	Sub	Object	
Hvordan *How* **Hvornår** *When*	**ser** *see* **oplever** *experience*	**du** *you* **vi** *we*	**Guds hjelp** *God's help* **vejledning** *guidance*	**i hverdagsliv?** *in daily life?* **på arbejdet?** *on the job?*
	hjælper *help(s)*		**sandheden** *the truth*	**med familien?** *with the family?*

“To Be” and an Introduction to Subject Pronouns

Jeg I	**er** am		**missionær.** [a] missionary.

Ja,
Yes,
Nej,
No,

jeg I	**vi** we	**er** is/are/am	**(ikke)** (not)	**missionær(er)** [a] missionary(ies)
du you (singular)	**I** you (plural)	**var** was/were		**amerikaner(e)** [an] American(s)
han/hun he/she	**de** they	**har været** has/have been		**dansker(e)** [a] Dane(s)
den/det it (c/nt)				**Guds b<u>arn</u>(ørn)** [a] child of God
				Guds tjener God’s servant
				glad(e) happy
				taknemmelig(e) grateful
				vor Fader i himlen our Father in heaven



Er du dansker?
Are you a Dane?
Ja, jeg er dansker.
Yes, I am a Dane.
Nej, jeg er ikke dansker.
Yes, I am a Dane.

Er de taknemmelige?
Are they thankful?
Ja, det er de.
Yes, they are.
Nej, det er de ikke.
No, they are not.

When negating a sentence using “har været”, be sure to put “ikke” after the first verb. For example: “Hun har <u>ikke</u> været missionær”.

Function: Asking about and expressing a state of being
Context: God is our loving Heavenly Father

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man about 19 years old sitting on the sidewalk up ahead. As you walk you realize that he's been watching you and when you are close enough he signals you to come over. He says, "I've seen you guys walking around in several places recently. I have heard that you teach people about God. What is God, and how do you know there actually is a God?"

1. Prepare: In pairs, one missionary takes the role of the young man and the other takes the role of the missionary.
Practice discussing who God and Jesus Christ are. In the meantime the teacher should be moving around among the missionaries encouraging them and giving help when necessary.

2. Re-practice: Switch roles. Now the young man asks, "why do you go around teaching these things?" Practice explaining:
-Who you are…
-Who a prophet is…
-Who the young man is…

Additional Scenario(s)

1. You are meeting with a young family and early on in the conversation the mother says: "I'm confused about all the different things I hear about God. Tell me what you believe about him.

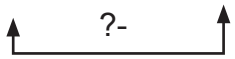
2. You are riding on a city bus in your mission and you are sitting next to two women who are talking about how confusing and difficult life is, and you feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

“To Have”

Han	**har**		**min**		**bog.**
He	has		my		book.

Ja,
Yes,
Nej,
No,

Jeg	**har**	**(ikke)**		**min (c)**			**bog**
I	have/has	(not)	my	**mit (nt)**	**vores**	our	book
Du				**mine (pl)**			**blyant** **(c)**
You				**din (c)**			pencil
Han	**havde**		your	**dit (nt)**	**jeres (pl)**	your	**stol**
He	had			**dine (pl)**			chair
Hun			his	**hans**	**deres**	their	
She			her	**hendes**			**navnskilt** **(nt)**
Vi	***har haft**						name tag
We	have had/has had						**ur**
I							watch
You (pl)							**æble**
De							apple
They							**skrifter** **(pl)**
							scriptures
							briller
							glasses



Har hun mine briller?
Does she have my glasses?
Ja, hun har dine briller.
Yes, she has your glasses.
Nej, hun har ikke dine briller.
No, she doesn’t have your glasses.

*Only switch the first verb to form a question. (for example: **Har** du **haft** min bog?)*

Function: Asking about and expressing possession or ownership
Context: Classroom

Scenario

1. Practice: In pairs, practice asking each other what you have and don't have, and what you had and didn't have before you became a missionary.

2. Re-practice: Rotate partners and repeat.

Additional Scenario(s)

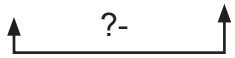
Make two lists of things you have and don't have in Danish. Practice speaking and writing sentences to explain which items you have and don't have.

Present Tense Verbs and Object Pronouns

Ja,
Yes,
Nej,
No,

Gud God	**elsker** loves		**mig.** me.

Jeg I	**Vi** We	**elske + r** love(s)	**(ikke)** (not)	**mig** me	**os** us
Du You	**I** You (pl)	**kende + r** know(s)		**dig** you	**jer** you (pl)
Han/Hun He/She	**De** They	**hjælpe + r** help(s)		**ham/hende** him/her	**dem** them
		huske + r remember(s)		**den/det** it	
Gud God		**høre + r** hear(s)			
Jesus Jesus		**lytte + r til** listen(s) to			
Djævelen The devil					



Elsker Gud mig?
Does God love me?
Ja, Gud elsker dig.
Yes, God loves you.

Kender hun jer?
Does she know you all?
Nej, hun kender os ikke.
No, she doesn't know us.

Function: Asking about and describing objects, people, and their characteristics
Context: Expressing God's relationship with His children

Scenario

You and your companion are preparing to teach Jytte who said that she doesn't believe in God because she can't see any reason to believe that He cares about people with all the horrible things that go on in the world. Prepare to teach her how God feels about His children and how He shows his love for them.

1. Practice: Prepare part of a lesson outline in Danish that addresses Jytte's concerns. With your companion, practice teaching Jytte with what you've prepared.

2. Re-practice: After practicing once, discuss what Jytte needs to know and do in order to gain a testimony of this principle and adjust your outline accordingly before re-practicing.

Additional Scenario(s)

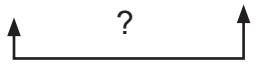
Someone you meet on the street says, "If there is a God, he sure doesn't care about me." Bear your testimony of God and how you know he loves His children.

Possessive Pronouns Part I

Jesus Kristus	**er**			**min**			**Frelser.**	
Jesus Christ	is			my			Savior.	

Ja,
Yes,
Nej,
No,

Jesus Kristus	**er**	**(ikke)**		**min (c)**			**Frelser**	
Jesus Christ	is/are/am	(not)	my	**mit (nt)**	**vores**	our	Savior	**(c)**
Gud				**mine (pl)**			**fader**	
God				**din (c)**			father	
Helligånden			your	**dit (nt)**	**jeres (pl)**	your		
The Holy Ghost				**dine (pl)**				
De			his	**hans**	**deres**	their	**barn**	
They			her	**hendes**			child	**(nt)**
Missionærerne							**lys**	
The missionaries							light	



venner
friends **(pl)**
børn
children

Er Jesus Kristus min ven?
Is Jesus Christ my friend?
Ja, Jesus Kristus er din ven.
Yes, Jesus Christ is your friend.

Er Helligånden vores fader?
Is The Holy Ghost our father?
Nej, Helligånden er ikke vores fader.
No, The Holy Ghost is not our father.

Function: Asking about and expressing possession and ownership
Context: Bearing testimony about the Godhead

Scenario

Write a personal testimony of the Godhead in your study journal or hold a short testimony meeting with the members of your district.

1. Practice: Give the group a couple of minutes to work individually, reviewing nouns learned in recent lessons found in the classroom, residence hall, or at home that they use and refer to frequently in preparation for the practice.

2. Re-practice: Working in pairs and using possessive pronouns, have the missionaries inquire of each other what they own or don't own, referring specifically to items in the classroom, residence hall, or at home. Have them try to really make this a useful practice so that they will never have to refer to these items again in their native language.

Additional Scenario(s)

Stand in a circle. Teacher explains that whoever is holding the ball or object "owns" the object. Teacher passes the ball or object to a missionary and asks each missionary whose ball it is.

Possessive Pronouns Part II (Sin, Sit, Sine)

Han	**elsker**		**sin**		**kone.**
He	loves		his		wife.

Ja,
Yes,
Nej,
No,

Han	**elsker**	**(ikke)**	**sin**		**kone**
He	loves	(not)	his own/her own	**(c)**	wife
Hun	**sørger for**				**familie**
She	provides for				family
Niels	**underviser**				**mand**
Niels	teaches				husband
	lytter til				**moster**
	listens to				aunt
	taler med		**sit**		**barn**
	talks to		his own/her own	**(nt)**	child
	beskytter				**hus**
	protects				house
	forstår				**hjem**
	understands				home
	passer				**postbud**
	takes care of				mailman
			sine		**børn**
?-			his own/her own	**(pl)**	children
					søskende
					siblings
					brødre
					brothers
					babyer
					babies

Elsker Niels sine søskende?
Does Niels love his siblings?
Ja, Niels elsker sine søskende.
Yes, Niels loves his siblings.

Elsker hun sit hus?
Does she love her house?
Nej, hun elsker ikke sit hus.
No, she doesn't love her house.

Function: Asking about and expressing possession and ownership
Context: Family

Scenario

1. Practice: On a piece of paper, using sin, sit or sine along with the possessive pronouns learned in part I, one companion translates the sentences in the left column below, and one companion translates the sentences in the right column.

-God sent His son.
-She loves his brother.
-He loves his sister.
-He loves his parents.
-She doesn't like his parents.
-Ruth talks to her kids a lot.
-He provides for her siblings.
-He doesn't provide for his siblings.
-They provide for their children.
-Mads takes care of his (Jesper's) bike.
-Ruth talks to her (Gitte's) kids a lot.

-He is His son.
-He talks to her sister.
-He protects his sister.
-She loves her siblings.
-They love their family.
-Gitte provides for her kids.
-They are her siblings.
-He is her brother.
-He loves his wife.
-They understand their (the Jensen's) family.
-Gitte also provides for her (Ruth's) kids.

2. Re-practice: After writing down the translations, say the sentences in Danish to your companion who will write down what you are saying in English. Check your answers.

Additional Scenario(s)

Talk to a missionary who is not your companion. Learn everything you can about his/her family in 3 minutes. Tell the rest of the class or smaller group of missionaries as much about that missionary's family as you can in Danish.

Conceptual Practice: “To Be” (Være vs. Blive)

At være and *at blive* can both be translated with the *to be* verb in English. However, they are rarely interchangeable. *Være* expresses a state of being while *blive* refers to events that can be counted or repeated. For example, “I am 25 years old” would be translated using *er*, and “I am taught by the missionaries” would be translated with *bliver* because one can count how many times one has been taught.

- I will be baptized on the 2nd of July.
- He is angry.
- He was baptized last week.
- She was very happy with her decision.
- I was born on April 19th.
- He has been baptized.
- He was hit by a board in the arm.
- They were really interested.
- I will be shot 100 yards out of a cannon.
- We are from the LDS Church.
- She was trained in England.
- We were tired after a long day of lessons.
- I can’t believe that he is from Denmark.
- I am serious.
- The shot put was thrown 71 ft.
- The shot put was heavy
- The shot put is heavy

Conceptual Practice: “To Know” (Vide vs. Kende)

In Danish, there are at least two ways to say *“know”*. Use *vide* when referring to knowledge of facts or information. For example, “I know she is from Denmark” would use *ved*. Use *kende* when expressing familiarity with something or someone. For example, “I know her” would use *kender*.

- I know you.
- I know who you are.
- I know a little about your church.
- Do you know what I’m going to do?
- Do you know them?
- I don’t know who they are.
- I don’t know who gave us this food.
- She said she knows your sister.
- They know that we are missionaries.
- They’ve known each other for a very long time.
- He doesn’t know enough yet.
- I knew it.
- She knows what she wants to eat for dinner.
- I’ve known him since I was young.
- He knows it’s true.
- Who knows?
- He knows more about the church than any of our investigators.
- Do you know what you’re speaking on this Sunday?
- The mission president knows who will be transferred.
- The mission president knows you pretty well.
- They know the relief society president.
- How does she know who I am?
- Everyone in the ward knows the missionaries very well.
- How do you know it’s true?
- How can I know if it’s true?
- God knows everything.
- God knows you.
- He knows how to help you.

Present Tense Verbs

Jeg	**læser**	**Mormons Bog.**
I	read	The Book of Mormon.

Ja,
Yes,
Nej
No,

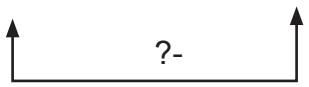
Jeg	**Vi**
I	We
Du	**I**
You	You all
Han/Hun	**De**
He/She	They

Søster Lund
Sister Lund
Ældste Nygaard
Elder Nygaard
Bror Knudsen
Brother Knudsen

læse + r
read(s)
studere + r
study(studies)
overveje + r
ponder(s)
drøfte + r
discuss(es)
tænke + r på
think(s) about
lære + r om
learn(s) about
undervise + r fra
teach(es) from

(ikke)
(not)

Mormons Bog
The Book of Mormon
Lære og Pagter
Doctrine and Covenants
Bibelen
The Bible
Den Kostelige Perle
The Pearl of Great Price
evangeliet
the gospel
skrifterne
the scriptures
vores undersøgere
our investigators
lektionerne
the lessons



Læser du Mormons Bog?
Are you reading the Book of Mormon?

Ja, jeg læser Mormons Bog.
Yes, I'm reading the Book or Mormon.

Ja, det gør jeg.
Yes, I am.

Nej, jeg læser ikke Mormons Bog.
No, I am not reading the Book of Mormon.

Nej, det gør jeg ikke.
No, I'm not.

Only modal verbs and a few other verbs do not follow this pattern.

Function: Asking about and describing actions and events
Context: Discussing the message of the Book of Mormon

Scenario

You are in your first appointment with Jens and have just shared with him background on The Book of Mormon, how Joseph Smith was directed to where the plates were buried, how he translated them, and that they were written by ancient prophets of the Americas. Discuss with him how the book's central message is Christ and his doctrine, and how this book can be an invaluable part of his life.

1. Prepare: Give the missionaries a couple of minutes to find an appropriate passage or two that they can read together with Jens as they teach about The Book of Mormon.

2. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have the missionaries discuss how Jens can receive personal revelation through reading and studying The Book of Mormon. With one missionary taking the role of Jens and the other the missionary, have them discuss, testify, invite and promise blessings.

3. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give help and encouragement as needed.

Additional Scenario(s)

Last week the teacher of the Gospel Essentials class in the ward that you are assigned to work in asked you to teach for him the following Sunday on the message of the Book of Mormon. It is Sunday and you have just finished teaching the class, but one of the members of the class, a newly baptized member of the Church, asks if he/she can ask you a few questions about The Book of Mormon after class. You take a few minutes and discuss his/her questions. Discuss the importance of the message of The Book of Mormon and how it can help each of us receive personal revelation and what that can and should mean for all of us. One missionary takes the role of the class member and the other takes the role of the missionary.

Past Tense Verbs: Type I & II

Joseph Smith Joseph Smith	**studerede** studied		**Bibelen.** the Bible.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Joseph Smith Joseph Smith	Type I **studere + <u>de</u>** studied	**(ikke)** not	**Bibelen** the Bible
Han He	**granske + <u>de</u>** searched		**skrifterne** the scriptures
Gud God	**hvile + <u>de</u>** rested		**sandheden** the truth
Lyset The light			**med ham** with him
	Type II		**på ham** on him
	læse + <u>te</u> read		
	kende + <u>te</u> knew		
	tale + <u>te</u> spoke		

?-

Studerede Joseph skrifterne?
Did Joseph study the scriptures?
Læste Joseph ikke Bibelen?
Didn't Joseph read the Bible?
Kendte han sandheden?
Did he know the truth?

Ja, Joseph studerede skrifterne.
Yes, Joseph studied the scriptures.
Nej, det gjorde han ikke.
No, he didn't.
Jo, det gjorde han.
Yes, he did.

Function: Narrating experiences and telling stories
Context: The First Vision

Scenario

After reciting the First Vision from memory to Erik during your first visit, you realize that the scriptural language is rather difficult for him to understand. Paraphrase Joseph Smith's experience leading up to and during the First Vision so that Erik will have a better understanding of what happened.

1. Practice: In pairs, one playing the role of Erik and the other playing the role of the missionary, practice explaining Joseph Smith's experience leading up to and during the First Vision simply, and in your own words.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

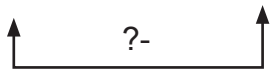
Read the Great Apostasy section chapter 3 in Preach My Gospel or any chapter in the Book of Mormon. Identify type I and II verbs from their past tense endings.

Past Participle Verbs: Type I & II

Jeg	**har**		**læst**	**kapitlet.**
I	have		read	the chapter.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Jeg	**har**	**(ikke)**	Type I	**kapitlet**
I	have/has	not	**studere + t**	the chapter
Du	**havde**		studied	**pjecen**
You	had		**granske + t**	the pamphlet
I			searched	**disse vers**
You (pl)			**efterleve + t**	these verses
Hun			lived	**dette princip**
She				this principle
Han			Type II	**kyskhedsloven**
He			**læse + t**	the law of chastity
De			read	
They			**lære + t fra**	
Vi			learned from	
We				



Har I læst kapitlet?
Have you (plural) read the chapter?
Ja, vi har læst kapitlet.
Yes, we have read the chapter.
Nej, vi har ikke læst kapitlet.
No, we have not read the chapter.

Har du ikke studeret disse vers?
Haven't you studied these verses?
Jo, det har jeg.
Yes, I have.
Nej, det har jeg ikke.
No, I haven't.

Function: Narrating experiences and telling stories
Context: Following up on commitments

Scenario

After each of your seven appointments with seven different investigators yesterday, you and your companion told each one that you would call them today to see how it was going with the commitments they've made. Anders and Kristen were both committed to read and pray about the Book of Mormon, Lars was committed to start his first week of no smoking or drinking today, Lotte promised to tell her boyfriend about her commitment to obey the law of chastity, Bjørn and Kristina were both committed to go to institute for the first time and read Alma chapter 32, and Palle was going to ask his boss for work off on Sundays.

1. Practice: While half the district plays the role of the seven investigators, the rest pretend to call each of them to follow up with their commitments.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity

Additional Scenario(s)

Write down how you are planning to follow up on the commitments you've extended to investigators in recent lessons (even if it was a role play) in Danish. Use your planner to schedule when you will follow up with these individuals and follow through.

Cardinal Numbers

Jeg I	**kan** can	**læse** read	**vers** verse	**elleve.** eleven.

Ja,
Yes,
Nej
No,

Jeg*	**kan**	**læse**	**vers**	**elleve**
I	can	read	verse	eleven
Du*	**skal**	**slå op**	**kapitel**	**tolv**
You (sing.)	shall	turn to	chapter	twelve
Hun*		**finde**		**tretten**
She		find		thirteen
Vi*				**seksten**
We				sixteen
I*				**enogtyve**
You (plural)				twenty-one
De*				**treogfyrre**
They				forty-three
				otteogtredive
				thirty-eight

Kan du læse vers elleve?
Can you read verse eleven?
Ja, jeg kan læse vers elleve.
Yes, I can read verse eleven.
Nej, jeg kan ikke læse vers elleve.
No, I cannot read verse eleven.

The subject is the one performing the action and the object is the one receiving the action. Therefore, "Jeg" is the subject and "vers elleve" is the object.

Scenario

You and your companion are teaching Johan, an investigator that is having trouble with faith. You've compiled a list of scriptures that you will read with him in the lesson that will help him know how he can increase his faith.

1. Prepare: Take some time to compile a list of at least eight scriptures that can help Johan know how his faith can grow. Write out the scripture numbers in Danish.

2. Practice: While your companion acts as Johan, share with him the scriptures you have compiled. Make sure not to say any numbers in English.

3. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are contacting people on the street. Since you're on your way to a service project, you don't have time to teach the people you talk to right then. Ask for their phone number and right it down in your planner. The teacher or other missionaries can act as the potential investigators. Danish telephone numbers are 8 digits long and are grouped in twos. For example, 32.11.39.99 would be read "toogtredive, ellelve, niogtredive, nioghalvfems".

Possessive Nouns & Plural Noun Endings

De her	**er**		**Ældste Jensens**	**sokker.**
These	are		Elder Jensen's	socks.

Ja,
Yes,
Nej,
No,
Jo,
Disagreeing yes

De her	**er**	**(ikke)**	**Ældste Jensen + s**
These	are	(not)	Elder Jensen's
Disse			**Johan + s**
These			Johan's
De der			**Søster Paulsen + s**
Those			Sister Paulsen's
De			**den kvinde + s**
Those			that woman's
			missionærerne + s
			the missionaries'

?-

sok + ker
socks
strømp + er
socks
skjorte + r
shirts
halstørklæde + r
scarves
bælte + r
belts

hat + te
hats
nederdel + e
skirts

sko
shoe(s)

Er disse dine skjorter?
Are these your shirts?
Ja, de er mine skjorter.
Yes, those are my shirts.
Nej, de er ikke mine skjorter.
No, those are not my shirts.

Er de der ikke dine bukser?
Aren't those your pants?
Jo, det er de.
Yes, they are.
Nej, det er de ikke.
No, they are not.

There are also certain nouns that will form the plural in an irregular way. For example: bror becomes brødre.

Function: Asking about and describing objects, people, and their characteristics
Context: Laundromat

Scenario

1. Practice: Using clothes words, practice writing sentences about how many items of clothing you are planning on taking with you to Denmark.

2. Re-practice: Practice saying these sentences out loud to your companion, trying not to look at the sentences you wrote down.

Additional Scenario(s)

Use a dictionary to learn words to describe objects in the class-room. Learn their plural ending form and tell someone in the district how many items there are of each particular object.

Definite Article Endings: Singular and Plural

Ja,
Yes,
Nej,
No,

Maden The food		**smager** tastes		**godt!** great!
Mad + <u>en</u>		**smager**	**(ikke)**	**godt**
<u>The</u> food		tastes	(not)	good/great
Saft + <u>en</u>		**dufter**		**fantastisk**
<u>The</u> saft	**(c)**	smells		fantastic
Suppe + <u>n</u>		**lugter**		**dejligt**
<u>The</u> soup		smells (bad)/stinks		delightful
Bøf + <u>fen</u>				**frisk**
<u>The</u> beef				fresh
Brød + <u>et</u>				**lækkert**
<u>The</u> bread				delicious
Kød + <u>et</u>				**ulækkert**
<u>The</u> meat	**(nt)**			disgusting
Smør + <u>ret</u>				**forfærdeligt**
<u>The</u> butter				horrible
Kartofler + <u>ne</u>				**dårligt**
<u>The</u> potatoes				bad
Grønsager + <u>ne</u>				
<u>The</u> vegetables	**(pl)**			
Fisk + <u>ene</u>				
<u>The</u> fish				
Chips + <u>ene</u>				
<u>The</u> chips				

?-

Smager suppen godt?
Does the soup taste good?
Ja, det gør den.
Yes, it does.
Nej, det gør den ikke.
No, it doesn't.

Function: Asking about and describing objects, people, and their characteristics
Context: Eating food

Scenario

It's preparation day. After shopping, you and your companion decide to try your hand at some Danish cooking.

1. Prepare: Review the principle learned above, and take some time to memorize food words in Danish. Use little pictures of food found in the classroom, or quickly draw different food items on small pieces of paper.

2. Practice: Pretend to have a meal with your companion. Use Danish meal etiquette and discuss how the food tastes.

3. Re-practice: Rotate partners or do the activity with the entire classroom.

Additional Scenario(s)

Use your planner to plan on using the vocab and principles learned in this lesson the next time you eat dinner at the cafeteria.

Demonstrative Adjectives Part I

Denne		**lektie**	**er**		**vigtig.**
This		lesson	is		important.
Denne		**lektie**	***er**	**(ikke)**	**vigtig**
This	**(c)**	lesson	is/are	not	important
Den		**opgave**			**dejlig**
That		assignment			delightful
Dette		**skriftsted**	***er**	**(ikke)**	**smuk + t**
This	**(nt)**	scripture	is/are	not	beautiful
Det		**princip**			**vanskelig + t**
That		principle			difficult
Disse		**befalinger**	***er**	**(ikke)**	**nødvendig + e**
These	**(pl)**	commandments	is/are	not	necessary
De		**forpligtelser**			**hjælpsom + me**
Those		commitments			helpful

Ja,
Yes,
Nej,
No,

?
Put the verb "er" at the beginning of the sentence to form a question

Er dette skriftsted smukt?
Is this scripture beautiful?
Ja, dette skriftsted er smukt.
Yes, this scripture is beautiful.

Er disse forpligtelser for vanskelige?
Are these commitments too difficult?
Nej, disse forpligtelser er ikke for vanskelige.
No, these commitments are not too difficult.

Try substituting the present with the simple past (var -was, were) or the compound past (har været –has/have been).

Function: Asking about and describing objects, people, and their characteristics
Context: Preparing for a lesson

Scenario

You and your companion contacted a woman named Charlotte on the street near Sønderborg. She invited you over right then but you didn't have a member with you so you taught her the first lesson there on the street and promised to visit her the next day with a member of your congregation. She promised to read Moroni's promise and then start from the beginning in the Book of Mormon you gave her before saying, "I'm excited for you to come because, for the first time, after talking to you, I feel excited to learn about God". Now it is companion study the day of the appointment and you're preparing to teach her.

1. Practice: With your companion, plan an entire lesson for Charlotte as if she did read Moroni's promise, the introduction and 1 Nephi chapter 1. Make sure to plan what principles you will teach, what scriptures you feel will be beneficial to her, how you can answer questions she might have, what the member can do to help in the lesson, and what commitments you will extend to her. Discuss why each element of the lesson is important and necessary for her.

2. Re-practice: Adjust your lesson plan to meet Charlotte's needs if she didn't keep any of the commitments given to her the day before.

Additional Scenario(s)

Prepare a lesson for one of the investigators you are teaching at the MTC. Make sure to plan what principles your investigator needs to understand, what scriptures he/she needs to hear, what questions you might need to answer, what a member can do to participate in the lesson, what commitments will be most beneficial to him/her, and how you plan to help him/her keep those commitments.

Demonstrative Adjectives Part II

Den her This		**mad** food	**smager** tastes		**fantastisk.** fantastic.	?
Den her This **Den der** That	**(c)**	**mad** food **salat** salad	**smager** taste(s)	**(ikke)** (not)	**fantastisk** fantastic **dejligt** delightful **lækkert** delicious	Put the verb "smager" at the beginning of the sentence to form a question
Det her This **Det der** That	**(nt)**	**brød** bread **smør** butter			**godt** good **frisk** fresh **udmærket** wonderful	
De her These **De der** Those	**(pl)**	**kartofler** potatoes **frikadeller** delicious pork patties				

Ja,
Yes,
Nej,
No,

Smager den der salat frisk?
Does that salad taste fresh?
Ja, den her salat smager frisk.
Yes, this salad tastes fresh.

Smager de der kartofler godt?
Do those potatoes taste good?
Nej, de her kartofler smager ikke godt.
No, these potatoes do not taste good.

Put the verb 'smager' at the beginning of the sentence to form a question

Function: Asking about and describing objects, people, and their characteristics
Context: Dinner with members

Scenario

You contacted a beautiful family on the bus. While skeptical, the parents agreed to let you visit later that evening. They are the parents of three young children. Early in the lesson the father says that he has never been the religious type and in general he disagrees with the idea of organized religion. He does mention, however, that he is intrigued by the idea of new scripture and prophets.

1. Prepare: Give the missionaries a couple of minutes to review the grammar from the lesson and Book of Mormon vocabulary.

2. Practice: Working in pairs, have one missionary take the role of the investigator and the other the missionary. Have them ask questions and discuss as many important points as possible about The Book of Mormon using demonstrative adjectives and the vocabulary they've studied.

3. Re-practice: Have the missionaries switch roles and partners so they are not working with the same person the second time around, and have them go through the scenario a second time. Move around among them and give help and encouragement as needed.

Additional Scenario(s)

1. Pretend you are at dinner with a member family in Aalborg. Show your appreciation with compliments about the food.

2. Write at least ten sentences using demonstrative adjectives with common gender nouns, ten sentences with neuter nouns, and ten sentences with plural nouns. (Plural nouns can be either common or neuter in the singular form; it doesn't matter)

Adjective-Noun Agreement: Indefinite

Han	**er**			**en**	**sand**	**profet.**
He	is			a	true	prophet.

Ja,
Yes,
Nej,
No,

Han	**er**	**(ikke)**		**en**	**sand**	**profet**
He	is/are	(not)	**(c)**	a(n)	true	prophet
Dette/Denne					**vigtig**	**bog**
This					important	book
De						**kirke**
They						church
						apostel
						apostle
				et	**sand + t**	**budskab**
			(nt)	a(n)	true	message
					vigtig + t	**bevis**
					important	evidence
						vidne
						witness
						præstedømme
						priesthood
					sand + e	**profeter**
			(pl)		true	prophets
					vigtig + e	**beviser**
					important	evidences
						apostle
						apostles
						principper
						principles

?-

Er dette en vigtig bog?
Is this an important book?
Ja, dette er en vigtig bog.
Yes, this is an important book.

Er de falske profeter?
Are they false prophets?
Nej, de er ikke falske profeter.
No, they are not false prophets.

Function: Asking about and describing objects, people, and their characteristics
Context: Testimony / Lesson 1

Scenario

You met Jeppe on the street in Århus. He gave you his telephone number and you called the next day to set an appointment. You and your companion are at his apartment teaching the 1st lesson. You have just taught him about the Book of Mormon and challenged him to read and pray about it. He accepted the invitation but you can tell he didn't agree to it wholeheartedly. Bear testimony of Joseph Smith and the Book of Mormon while explaining the importance of finding out about the truth of what you've taught.

1. Practice: Turn to a missionary who is not your companion. One of you will act as Jeppe while the other teaches and bears testimony.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

After teaching the Gospel Essentials class on Sunday in your ward about the Restoration, bear your testimony to the class about why it is important for them to gain their own testimony.

Definite Adjectives

	Kirken The Church	**ligger** lies		**bagved** behind		**den** the	**store** big		**bygning.** building.
Ja, Yes, **Nej,** No,	**Kirke + n** The Church **Park + en** The park	**ligger** lies	**(ikke)** (not)	**bagved** behind **foran** in front of **ved siden af** beside		**den** the, that **denne** this	**stor + e** big **høj + e** tall **grøn + ne** green		**bygning** building **bank** bank
(c)					**(c)**			**(c)**	
	Hus + et The house **Bibliotek + et** The Library			**oven på** over		**det** the, that **dette** this	**flot + te** pretty **dansk + e** danish **rød + e** red		**hospital** hospital **posthus** post office
(nt)					**(nt)**			**(nt)**	
	Butikker + ne The shops **Gårde + ne** The farms					**de** the, those **disse** these	**blå** blue		**træer** trees **biler** stores
(pl)					**(pl)**			**(pl)**	

Ligger huset ved siden af det røde posthus?
Is the house next to the red post office?
Ja, det gør det.
Yes, it is.
Nej, det gør det ikke.
No, it's not.

Ligger det ikke foran de flotte træer?
Isn't it in front of those pretty trees?
Jo, det gør det.
Yes, it is.
Nej, det gør det ikke.
No, it isn't.

Function: Asking and answering questions of time, date, and location
Context: Giving directions

Scenario

Quickly draw the aerial view of a fictional town on the chalk board or white board. Make sure it has at least a church, park, post office, baker, butcher, stores, bank, hospital, gågade, houses, and inter-connecting streets.

1. Prepare: Give the missionaries a couple of minutes to review the grammar and vocabulary for giving directions.

2. Practice: After dividing into groups of two, pick a starting point on the map. Have the teacher then tell one person in each group where the end destination is. The person who knows the destination then gives directions to his or her partner without saying the name of the destination and without pointing.

3. Re-practice: Switch roles and rotate partners.

Additional Scenario(s)

Everyone in the group agrees on a starting point using a map or a drawing on the board in the classroom. Have the teacher or one missionary give directions in Danish to an unknown point on the map without pointing or saying the name of the place. Everyone else follows the directions in their mind. Try to find the correct spot the direction giver is describing.

Modal Verbs

Vi		**må**		**undervise.**
We		must		teach.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Jeg	**Vi**	**må**	**(ikke)**	**undervise**
I	We	must	(not)	teach
Du	**I**	**skal**		**spise**
You	You all	shall		eat
Hun/Han	**De**	**vil**		**blive døbt**
She/He	They	will		be baptized
		kan		**hjælpe**
Man		can		help
One		**måtte**		**omvende os/mig/jer/dig/sig**
		needed to		repent
		skulle		**tage afsted**
		should		leave
		ville		**komme igen**
		would		come again
		kunne		**hjælpe**
		could		help

?-

Kunne I hjælpe?
Could you(pl) help?
Ja, vi kunne hjælpe.
Yes, we could help.
Nej, vi kunne ikke hjælpe.
No, we couldn't help.

Skal vi ikke spise?
Shouldn't we eat?
Jo, det skal vi.
Yes, we should.
Nej, det skal vi ikke.
No, we shouldn't.

1. Modal verbs also have a past participle which is used much less frequently.
2. The translations in this display of the modal verbs are the closest English can get to them. They have other implications as well.
3. Burde and turde are also modal verbs, though used less frequently.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Planning

Scenario

Per is a non-denominational Christian who has been searching for the truth for a long time. You have just finished teaching him the first lesson up through the Book of Mormon. He then says, “Jeg synes jeres budskab er meget interessant, men hvordan kan jeg selv vide om det er noget rigtigt for mig? Og hvordan vil det hjælpe mig?”

1. Preparation: Give the missionaries a couple of minutes to practice with their companion what they would say to Per.
Encourage them to explain how The Holy Ghost will teach them.

2. Practice: Put the missionaries in groups of two, not necessarily with their companions. Have each missionary take a turn teaching the other as if they were Per. Encourage them to invite Per to read and pray so that he can know for himself that the message is true and to explain to Per what he can expect if he does.

3. Re-practice: Switch partners and rotate as needed.

Additional Scenario(s)

Pick any commandment from chapter four of Preach My Gospel and practice explaining the blessings that will come to an investigator if they obey that commandment.

Forming Questions

Læste	**du**	**i Mormons bog?**
Read*(past)	you*	in the Book of Mormon?

Ja,
Yes,
Nej
No,

Læste	**du**	**i Mormons bog**
Read	you (sing)	in the Book of Mormon
Bad	**I**	**angående Joseph Smith**
Prayed	you (plural)	about Joseph Smith
Hvad syntes		**om kirken**
What thought		about church
Spurgte		**om dette er sandt**
Asked		this is true
Tror		**på Gud**
Believe		in God

Læste du i Mormons bog?
Did you read in the Book of Mormon?

Ja, jeg læste i Mormons bog.
Yes, I did read in the Book of Mormon.

Nej, jeg læste ikke i Mormons bog.
No, I did not read in the Book of Mormon.

Ja, det gjorde jeg.
Yes, I did.

Nej, det gjorde jeg ikke.
No, I didn't.

**In Danish, do, does, and did are dropped and only the tense is transferred over to the main verb. Ex. "Did you pray?" becomes "Prayed you?"*

Function: Asking about and describing actions and events
Context: Following up on commitments

Scenario

You and your companion are both new to Nykøbing Falster. The missionaries who were there previously left you a note letting you know that you have an appointment later this week with Eva, a new investigator who was challenged to read and pray about the book of Mormon and come to church.

1. Practice: With your companion, use the principles learned in this lesson by practicing following up with Eva on the commitments the last missionaries gave her. One acts as Eva while the other follows up on commitments. Make sure to re-commit Eva if she wasn't able to keep her previous commitments.

2. Re-practice: Switch roles and rotate partners.

Additional Scenario(s)

One missionary will act as the ward mission leader in a weekly correlation meeting. The mission leader asks questions of the missionary about the investigators in the area to learn about their progress. Switch roles and rotate as needed.

Forming Questions from Statements

	I You (plural)	**kommer** are coming	**i aften,** tonight,	**ikke?** right?

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

I You (pl) **Du** You **Vi** We	**kommer** come **skal besøge*** shall visit **arbejder** work **rejser** travel/leave **mødes** are meeting	**ikke** not	**i aften,** tonight, **på søndag,** on Sunday, **på mandag,** on Monday **på tirsdag,** on Tuesday, **imorgen,** tomorrow, **næste uge,** next week,	**ikke** right **ikke også** right **igås** right **vel?** right?

Vi skal besøge dig på mandag, ikke?
We are going to visit you on Monday, right?
Ja, det skal I.
Yes, you are.
Nej, det skal I ikke.
No, you are not.

Du kommer ikke i aften, vel?
You're not coming tonight, right?
Jo, det gør jeg.
Yes, I am.
Nej, det gør jeg ikke.
No, I'm not.

1. If you use a compound verb such as "skal besøge", make sure that "ikke" goes directly after the first verb. For example: "…skal ikke besøge..."
2. Only use "jo" when answering negative questions or statements (i.e. sentences or questions that use ikke or aldrig).

Function: Asking and answering questions of time, date, and location
Context: Confirming appointments

Scenario

A severe, unexpected rainstorm hit when you and your companion were biking back from an appointment. Unfortunately, while riding, your calendar fell out of your front pocket without you noticing and the pen ink your companion uses to write in his calendar bleeds so bad that nothing is legible. Luckily, you still have all of your investigators' phone numbers in the area book. You know you have a lot of appointments planned but can't remember the exact times. You need to call all of your investigators to schedule or confirm your appointments.

1. **Prepare:** Take a few minutes to review the grammar principle above and to review how to tell time.

2. **Practice:** In groups of two, one missionary pretends to call the other who takes on the role of the investigator. The missionary is to find out if an appointment was scheduled and when it was scheduled for. If no appointment was scheduled, schedule one anyway. Use a scratch piece of paper or blank planner sheets to make sure you don't double book without making a note to find exchanges with members of your ward.

3. **Re-practice:** Switch roles and rotate as many times as needed. You may need to rotate through the entire district multiple times.

Additional Scenario(s)

With another missionary, get to know him or her better by asking questions formed from statements. Make sure to follow the rules for answering correctly, using "jo" only when needed.

Adverbs

Jeres familie	**må**	**dagligt**	**bede.**
Your family	must	daily	pray.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Jeres familie	**må**	**daglig**	**bede**
Your family	must	daily	pray
Forældrene	**skal**	**ugentlig** +t	**gå i kirke**
The parents	shall/should/must	weekly +ly	go to church
Børnene		**flittig**	**holde familiehjemmeaften**
The children		diligent	family home evening
Søskende		**regelmæssig**	**studere skrifterne**
Siblings		regular	study the scriptures
		oprigtig	**hjælpe hinanden**
		sincere	help each other
		ofte	**vise omsorg**
		often	show care
		snart	**være ulydig(e)**
		soon	be disobedient
		altid	
		always	
		aldrig	
		never	
		ikke	
		not	

?-

Skal børnene ofte studere skrifterne?
Should the children study the scriptures often?
Ja, børnene skal ofte studere skrifterne.
Yes, the children should study the scriptures often.

Må forældrene dagligt være ulydige?
May/Must the parents daily be disobedient?
Nej, det må de ikke.
No, they may/must not.

Function: Asking about and describing actions and events
Context: The Gospel Blesses Families

Scenario

One of your investigators, Kasper, calls you and tells you that he was able to read the section “The Gospel Blesses Families” from the pamphlet you gave him and his family. He tells you that he has some questions that he would like you to answer.

1. Practice:
Missionary A: You will take the role of Kasper, the investigator. Ask the missionary about the following:
- Ask what you must do to have a happy home.
- Ask if you need to pray and when.
- Ask if you really need to go to church and when.
- Ask if you need to read the scriptures.

Missionary B: You will take the role of the missionary. Using the board display as a guide, answer Kasper’s questions accordingly.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching the Møllers for the first time. Teach them about what they can do to let the Gospel bless their family.

“Which” (Hvilken, Hvilket, Hvilke)

Hvilken		**skjorte**	**vil**	**du**	**købe?**
Which		shirt	will	you	buy?

Hvilken		**skjorte**	**vil**	**du**	**købe**
Which	**(c)**	shirt	will	you	buy
Hvad for en		**jakke**			**prøve på**
Which		jacket			try on
		kjole			**have**
		dress			have
		størrelse			
		size			
Hvilket		**slips**			
Which	**(nt)**	tie			
Hvad for et		**bælte**			
Which		belt			
		nederdel			
		skirt			
		jakkesæt			
		suit			
Hvilke		**sko**			
Which	**(pl)**	shoes			
Hvad for nogle		**bukser**			
Which		pants			
		skjorter			
		shirts			
		slips			
		ties			
		farver			
		colors			

Hvilke sko vil du gerne prøve på?

Which shoes would you like to try on?

Jeg vil prøve de sorte sko på.

I will try the black shoes on.

Function: Asking about and describing object, people, and their characteristics
Context: Shopping

Scenario

On preparation day, you and your companion go shopping for clothes because you've been out a year now and some of your clothes are looking too run down.

1. Practice: Pretend the classroom is a clothing store on the gågade of Fredericia. In pairs, one missionary plays the role of the salesman while the other is the missionary. The salesman must find out what items the customer wants, what size, and what color. The missionary should also try to explain a bit about the gospel.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

“That” (Som, At, Den/Det)

Vi	**spiser**	**mad**	**som**	**hjælper**	**os**	**leve**	**rene liv.**
We	eat	food	that	helps	us	live	clean lives.

Ja,
Yes,
Nej,
No,

Vi	**spiser**	**mad**		**hjælper**	**os**	**leve**	**rene liv**
We	eat	food	**som**	help(s)	us	live	clean lives
Jeg	**drikker**	**det**	which/who	**kan hjælpe**	**mig**	**føle**	**Ånden**
I	drink	that		can help	me	feel	the Spirit
Du	**har**	**retningslinjer**			**dig**	**overvinde**	**afhængighed**
You (sing)	have	guidelines			you (sing)	overcome	addiction
Jeg	**ved**				**visdomsordet**	**hjælper**	**os**
I	know(s)		**at**		the Word of Wisdom	help(s)	us
Vi	**har sagt**		that		**vi**	**vil få**	**kundskab**
We	have (has) said				we	will receive	knowledge
Han					**Himmelske Fader**	**vil velsigne**	
He					Heavenly Father	will bless	
Jeg	**har efterlevet**				**princip**	**længe**	
I	have (has) lived after		**det**	**(nt)**	principle	for a long time	
Vi	**læste**		that		**skriftsted**	**mange gange**	
We	read		**den**		scripture	many times	
Hun/Han	**har undret over**		that	**(c)**	**lov**		
She/He	have (has) wondered				law		
					befaling		
					commandment		

Ved du at visdomsordet hjælper os?
Do you know that the Word of Wisdom helps us?

Ja, jeg ved at visdomsordet hjælper os.
Yes, I know that the Word of Wisdom helps us.

Ja, det gør jeg.
Yes, I do.

Nej, jeg ved ikke at visdomsordet hjælper os.
No, I don’t know that the Word of Wisdom helps us.

Nej, det gør jeg ikke.
No, I don’t.

Function: Asking and answering questions of cause and effect
Context: The Word of Wisdom

Scenario

As you were looking through the area book, you came across the records for Sven Holm. You see that he once had a baptismal date and was taught all the lessons and kept all the commitments except for the Word of Wisdom. The last note was dated about two years ago and says that he wanted to be baptized but couldn't stop smoking. You decide to give him a call and see if he'd like another visit from the missionaries. He sounds excited and accepts the offer for later today.

1. Prepare: Give the missionaries a couple of minutes to review the grammar learned and to prepare an outline in Danish that will help Sven gain the faith needed to obey the Word of Wisdom and be baptized.

2. Practice: In groups of three, one missionary acts as Sven while the other two teach him the Word of Wisdom. Use the grammar principle learned in this lesson and make sure to bear testimony and promise blessings

3. Re-practice: Switch roles and rotate.

Additional Scenario(s)

A recent convert has been having trouble with the Word of Wisdom. She is still taking the new member lessons. Teach her the importance of the Word of Wisdom. Promise blessings and bear testimony. Study and ponder to find out what you can do to help someone like this develop faith.

Conceptual Practice: “That” (Som, At, Den/Det)

The English word “*that”* has many grammatical functions. In Danish, however, it is important to distinguish whether *“that”* is functioning as a demonstrative, relative pronoun, or a conjunction because each function translates to a different word in Danish. *“Den/det”* is the demonstrative, *“som”* is the relative pronoun, and *“at”* is the conjunction. It sounds confusing but there are some easy tricks: 1. If you can ever replace *“that”* with *“who”* or *“which”* without changing the meaning of the sentence, use *“som”*. For example, “*John is the guy that helped me with my homework”* would use *“som”.* 2. If there are two complete statements directly before and after the word *“that”*, use *“at”*. For example, *“I know that the church is true”* would use *“at”*. 3. For everything else, use *“den”* or *“det”*; use *“den”* when referring specifically to common gender words, and *“det”* when referring to neuter gender words and anything else.*”*

-I know that the church is true.
-John is the guy that helped me with my homework.
-That dog is very fast.
-That woman is interested in the gospel.
-I saw that man yesterday.
-She said that we could teach her children.
-He knew that we were coming at 3pm.
-I was the one that gave you that present.
-The house that is on the corner is Janet’s.
-I’ve read that book many times.
-That movie that we saw yesterday was not good.
-They showed us that they were ready.
-That is crazy!
-Did you know that?
-No I didn’t know that.
-He hid so that no one would see him.
-That window that is in that other room let’s in light so that we can see that tree house that we built with that wood.
-Give that to me, please.
-No one else knows that that guy that we talked to is famous.
-That church on the corner is the LDS church.
-That is the book that we use along with the Bible.

Conceptual Practice: “Who” (Hvem vs. Som/Der)

In English, we use the word *“who”* as an interrogative pronoun as well as a relative pronoun. In Danish, *hvem* is the interrogative pronoun while *som* and *der* are the relative pronouns. Here are some easy tricks: 1. *Som* can always be used if you can replace *“who”* with *“that”* or *“which”* without changing the meaning of the sentence. For example, “That’s the man *who* I met yesterday” would use *som*. 2. Anytime you can use *som,* and there is a verb directly after it, you may use *der,* though it is not required. For example, “I have a friend who is very nice” could use *der* but doesn’t have to. Although *der* is never required, it is commonly used in colloquial Danish. 3. For everything else, use *hvem*.

- Who are you?
- I’m the missionary who you met yesterday.
- Do you remember who I am?
- That’s the lady who we spoke with.
- There goes the man who sold me my bike.
- Who gave you that helmet?
- I can’t remember who gave it to me.
- It was me who gave it to you.
- Do you know who we are?
- We don’t know who you are.
- Would you like to learn more about who God is?
- Who gave you that book?
- The sister missionaries who I met in Spain gave me this book.
- I still write letters to the missionary who baptized me.
- I still write letters to Mattias, who I taught in Nykøbing.
- This is the girl who introduced me to the church.
- That’s the doctor who I saw in the hospital.
- His son is the one who was on the news.
- I don’t know who that is.
- Who tailored your suit?
- The same guy who tailored my shirts.
- Nobody knows who he is.
- We can find out who gave us this food.
- The woman who tailored my suits, knows who you are.
- How does she know who I am?
- You taught her son who was in that band.
- Now I remember who you are talking about.
- It was her who gave use the food.

“To Think” (Tro/Synes/Tænke)

Jeg	**tror**	**at det er sandt.**
I	think	that it is true.

Ja,
Yes,
Nej
No,
Javist,
Strong Yes,

Jeg	**tror**	**at det er sandt**
I	think(s)/believe(s)	that that is true
Vi		**på Gud**
We	**troede**	in God
Hun/Han	thought/believed	**at der er mening med livet**
She/He		that there is a purpose of life
Jeg	**synes**	**at det er vigtigt at passe godt på hinanden**
I	think(s)	that it is important to take care of each other
Vi		**at det er interessant**
We	**syntes**	that it is interesting
Hun/Han	thought	**at det var dejligt at være i kirken**
She/He		that it was nice to be in church
Jeg	**tænker**	**meget på det der sker efter livet**
I	think(s)	a lot about what happens after death
Vi		**på min/din/vores/jeres famile**
We	**tænkte**	about my/your/our/your (pl.) family
Hun/Han	thought	**på hvad vi/I har undervist ham/hende om**
She/He		about what we/you have taught him/her about

?-

Tror du på Gud?
Do you believe in God?

Ja, jeg tror på Gud.	**Ja, det gør jeg.**
Yes, I believe in God.	Yes, I do.
Nej, jeg tror ikke på Gud.	**Nej, det gør jeg ikke.**
No, I don’t believe in God.	No, I don’t.

**When saying “think about” something, ‘about’ is translated as ‘på’ instead of ‘om’.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Getting to know and investigator

Scenario

You met Julia on the street in Silkeborg a couple days ago and set up an appointment to come visit her with a member of the ward. Since this is the first time you are visiting her, you and your companion atake some time to get to know her a little better.

1. Practice: In pairs, one missionary takes the role of the Julia and the other takes the role of the missionary. Practice discussing who God and Jesus Christ are. Ask her about her beliefs and religious background.

2. Re-practice: Switch roles and repeat the activity.

Additional Scenario(s)

You meet Henrik in the park and start to teach him on a bench. The brief lesson you give him goes very well and you set up another time you can meet with him at his house. Before continuing on to another appointment, try to become better acquainted with what he thinks, believes, and feels about God and religion.

Conceptual Practice: “To Think” (Tro/Synes/Tænke)

In Danish, there are three different ways to say “think”: *tænke, synes,* and *tro.* For English speakers, this seems unnecessary. However, once you learn to use these words correctly, you will be able to express your own thoughts more clearly. Use *tro* whenever you can replace *think* with *believe* without changing the meaning of the sentence. For example, “I think Santa Claus is real” would use *tror*. Use *synes* whenever you are expressing an opinion. For example, “I think he’s cool” would use *synes*. Use *tænke* when speaking about actual thought processes. For example, “I need to think about that” would employ *tænke.* In some of the examples below, you may notice that you can use *tro* or *synes* depending on how you interpret the sentence. This shows why it’s nice to have the different words so you can speak more precisely.

-I thought about it for a long time.
-I think it’s a great idea.
-I thought you’d say that.
-Do you think he will be here at 4?
-I think he’ll try.
-Have you ever thought about the after-life?
-I’m thinking about it now.
-Do you think there is an after-life?
-I think it’s fun to think about it.
-Do you think so?
-Think before you act.
-Do you think that’s true?
-I think he’s sick.
-He thinks he’s in trouble.
-He thinks they are fun guys.
-You think too much, Ed.
-I don’t think so.
-He thinks he’s from space.
-She doesn’t think you’re from space.
-She thinks you’re funny.
-Methinks time is running out.
-I didn’t think much about it.
-Don’t you think that’s strange?
-He thinks you’re okay!
-She’s been thinking about it all week.
-Do you think it’s too dark in here?
-I thought you were in Japan?
-He thinks about his kids a lot.
-He thinks they’re the greatest.
-He thinks they’re at his mother’s house.

Tid describes time in general, the essence of time itself. *Gang* is used when the *time* referred to is a countable event and can be repeated. For example, “He asked me a million times how much time I needed.” The first *time* would be *gange* because it is countable and the second *time* would be *tid*.

- How much time do you need?
- How many times do I have to tell you?
- At least one more time.
- It’s not worth my time.
- This time I’m pretty sure it is worth your time.
- You’ve told me that one too many times.
- Then I guess it’s time to listen.
- If I only had a dime for every time I heard that.
- Then you wouldn’t have enough time to count your dimes.
- That was my point, Ed.
- Ah, I get it this time.
- It’s about time.
- It’s never too late to say sorry though, most of the time.
- This time, it is too late.
- I doubt it since you say that every time, Bill.

Reflexive Verbs

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Jeg	**forbereder**	**mig**		**hver morgen.**
I	prepare	(myself)		every morning.

Jeg	**Vi**	**forbereder**	**mig**	**os**	**(ikke)**	**hver morgen**
I	We	prepare(s)	myself	ourselves	(not)	every morning
Du	**I**	**rejser**	**dig**	**jer**		**hver eneste dag**
You	Y'all	get(s) up	yourself	yourselves		every single day
Han/Hun	**De**	**vasker**	**sig**	**sig**		**nogle gange**
He/She	They	wash(es)	herself-himself	themselves		sometimes
		barberer	itself			**en gang i mellem**
		shave(s)				once in awhile
		reder				**en gang til**
		comb(s) [hair]				once again
		skynder				**mange gange**
		hurry(ies)				many times
		sætter				**en gang om dagen**
		sit(s) down				once a day
		bevægger				**tre gange om dagen**
		move(s)				three times a day
		bøjer				**hele tiden**
		bend(s)				all the time
		lægger				**hyppigt**
		lie(s) down				frequently
		omvender				**ofte**
		repent(s)				often
		gifter				**klokken halv elleve**
		marry(ies)				at 10:30

?-

Forbereder han sig på at tage på mission?
Is he preparing to go on a mission?
Ja, han forbereder sig på at tage på mission.
Yes, he is preparing to go on a mission.
Nej, han forbereder sig ikke på at tage på mission.
No, he is not preparing to go on a mission.

Barberer du dig ikke hver morgen?
Don't you shave every morning?
Jo, det gør jeg.
Yes, I do.
Nej, det gør jeg ikke.
No, I don't.

Function: Asking about and describing actions and events
Context: Describing daily activities

Scenario

The young men's leader has asked you and your companion to explain to the young men of the ward what your daily routine is like as missionaries.

1. Practice: With your companion, using reflexive verbs as much as you can, and any other vocab and principles you know, explain to the young men what your day is like as a missionary. The rest of the class members play the roles of the young men, asking the missionaries questions about their schedule.

2. Re-practice: Switch roles and rotate.

Additional Scenario(s)

1. This can be done with the entire class, in companionships, or in groups. Have one person perform any combination of lying down, getting up, turning, sitting down, or bending. The others describe what he/she is doing out loud in Danish, using reflexive verbs. Vocabulary terms needed: bevæge sig, bøje sig, lægge sig, rejse sig, sætte sig, vende sig.

2. Pretend you are in a meeting with the ward mission leader and discuss the progress of your progressing investigators.

Telling Time

Vi We	**skal** are going to		**mødes** meet	**klokken** at	**halv fem.** four thirty.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Vi We	**skal** is/are going to/shall	**(ikke)** (not)	**mødes** be meeting	**klokken** at	**halv fem** four thirty
Mødet The meeting	**kan** can		**begynde** begin		**syv** seven
I You (pl)	**bør** ought to		**komme** come		**kvart over ti** quarter past ten
Du You			**være her** be here		**kvart i ti** nine forty-five
Hun She					**tyve minutter i tre** two forty
Han He					**tyve minutter over tre** three twenty
De They					**fem minutter i halv to** one twenty five
Gudstjeneste Church service					**fem minutter over halv et** twelve thirty five

Kan vi mødes klokken halv fire?
Can we meet at three thirty?
Ja, vi kan mødes klokken halv fire.
Yes, we can meet at three thirty.
Nej, vi kan ikke mødes klokken halv fire.
No, we cannot meet at three thirty.

Skal vi ikke være her klokken syv?
Shouldn't we be here at seven?
Jo, det skal vi.
Yes, we should.
Nej, det skal vi ikke.
No, we shouldn't.

Function: Asking and answering questions of time, date, and location
Context: Setting up an appointment

Scenario

Last week was so full of appointments that you hardly had any time to find any new investigators. You and your companion specifically planned to contact people on the street today to make sure your new investigator pool stays full. You meet a couple potential investigators that would like you to come visit them.

1. Practice: Pretend the classroom, hallway, or area just outside your building is a street in Copenhagen. Half the district acts like passersby while the other half contacts them. After explaining briefly about the Restoration, set up an appointment for a specific time of day, using what you've learned in this lesson.

2. Re-practice: After getting thorough practice in, switch roles.

Additional Scenario(s)

1. Everyone makes a list with at least ten different times of day on it. Say these times of day out loud to your companion in Danish. Have your companion write down the times you are saying. When you are done, check what your companion wrote with your original list. Switch.

2. Draw a clock on the board. Have the teacher draw in the hour and minute hand. Everyone else writes down what time it is in Danish, spelling the words out. Check answers.

Prepositions of Time Part I (i)

Vi We	**studerer** study		**i** for	**to og en halv time.** two and a half hours.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Vi We	**studerer** study	**(ikke)** not	**i** for	**to og en halv time** two and a half hours
De They	**taler med mennesker** talk to people			**et kvarter** fifteen minutes
	underviser teach			**tre timer** three hours
	cykler bike			**fyrre minutter** forty minutes
Vi We	**spiser** eat	**(ikke)** not	**i** last/in	**januar** January
De They	**underviser** teach			**julen** Christmas
	går til TRC go to the TRC			**onsags** Wednesday
				fredags Friday

Studerer du i en time?
Do you study for an hour?
Ja, jeg studerer i en time.
Yes, I study for one hour.
Nej, jeg studerer ikke i en time.
No, I do not study for an hour.

Spiste du i onsags?
Did you eat last Wednesday?
Ja, jeg spiste i onsdags.
Yes, I ate last Wednesday.
Nej, jeg spiste ikke i onsdags.
No, I did not eat last Wednesday.

Function: Asking and answering questions of time, date, and location
Context: Daily planning

Scenario

You and your companion are planning for the next day.

1. Practice: Hold a daily planning meeting with your companion and discuss how long you will participate in each activity the following day.

2. Re-practice: Study “Prepositions of Time Part II” and repeat this activity.

Additional Scenario(s)

Hold a mock planning meeting as if you were in the field and had eight appointments scheduled for the next day.

Prepositions of Time Part II (på)

Han	**læste**		**Mormons Bog**	**på**	**tre dage.**
He	read		The Book of Mormon	in	three days.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Han	**læste**	**(ikke)**	**Mormons Bog**	<u>duration</u>	**tre dage**
He	read	not	The Book of Mormon		three days
Du	**lærte**		**Dansk**	**på**	**fire timer**
You	learned		Danish	in	four hours
De	**løb**		**en marathon**		**to måneder**
They	ran		a marathon		two months
Jeg	**færdiggjorde**		**en engelsk mil**		**fem minutter**
I	finished		a mile		five minutes
				<u>specific day</u>	**juledag**
					Christmas Day
				på	**din fødselsdag**
				on	your birthday
					den 19. april
					The 19th of April

Lærte du Dansk på to måndeder?
Did you learn Danish in two months?
Ja, jeg lærte Dansk på to måndeder.
Yes, I learned Danish in two months.
Nej, jeg lærte ikke Dansk på to måneder.
No, I did not learn Danish in two months.

Løb du ikke en marathon på fire timer?
Didn't you run a marathon in four hours?
Jo, det gjorde jeg.
Yes, I did.
Nej, det gjorde jeg ikke.
No, I didn't.

When saying "on Monday", or any day of the week when referring to the past Monday, 'på mandag' cannot be used. It must be 'i mandags', 'i tirsdags', etc.

Function: Asking and answering questions of time, date, and location
Context: Get to Know Someone

Scenario

You and your companion have just been transferred to a new area. The last missionaries left you a schedule with all the appointments that had planned with their investigators. You've reviewed their records but before each appointment you want to get to know that investigator a little better.

1. Practice: While one person acts as an investigator, two missionaries practice getting to know him/her. Don't worry about using på so much.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion are both about to be transferred to a new area. Call one of the missionaries who is coming to your area and tell him/her when you have appointments scheduled that month that they need to know about.

Prepositions of Time Part III (om)

Vi	**skal**		**til Danmark**	**om**	**en måned.**
We	go		to Denmark	in	a month.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Vi	**skal**	**(ikke)**	**til Danmark**	**om**	**en måned**
We	shall/go	not	to Denmark	in	a month
De			**spise**		**et kvarter**
They			eat	(how long until)	fifteen minutes
			gøre det		**tre dage**
			do that		three days

Vi	**spiser**	**(ikke)**	**tre gange**	**om**	**dag + en**
We	eat	not	three times	each, per, every	the day
De	**underviser**		**tyve gange**		**uge + n**
They	teach		twenty times		the week
	går til TRC		**en gang**		**år + et**
	go to the TRC		once		the year
					mandag + en
					the Monday

Skal de til Danmark om en uge?
Are they going to Denmark in one week?
Ja, de skal til Danmark om en uge.
Yes, they are going to Denmark in one week.
Nej, de skal ikke til DK om en uge.
No, they are not going to Denmark in one week.

Går vi ikke til TRC om mandagen?
Don't we go to the TRC on Mondays?
Jo, det gør vi.
Yes, we do.
Nej, det gør vi ikke.
No, we don't.

Function: Asking and answering questions of time, date, and location
Context: Scheduling

Scenario

You and your companion have been assigned to work with a young man or woman who is serving a mini-mission for the next month. He/she has no MTC experience and is not familiar at all with the missionary schedule. You are to give him an overview of the missionary schedule in general and then let him know what you are doing the rest of the day.

1. Practice: With someone other than your companion, one of you will act as the missionary and the other as the minimissionary. Make sure to let the new missionary know at least the following things:

1. How often you plan on teaching each week
2. How often you plan on meeting with your investigators with baptismal dates
3. When preparation day is
4. How often zone conference is
5. How often you usually eat with members

Then, tell him the schedule for the rest of the day. Instead of saying, "at 3 o'clock…", try to use "om". For example, "Vi har en aftale med en af vores undersøgere om en time".

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

A positive investigator who has taken a couple lessons asks you what your schedule as missionaries is like. Explain to her the missionary schedule in general. She then asks how often you have contact with your family. Explain to her how often you email and call.

Comparatives

Nefi Nephi	**var** was			**lydigere** more obedient	**end** than	**sine brødre.** his brothers.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Nefi Nephi	**var** was/were	**(ikke)** (not)		**lydig + ere** more obedient	**end** than	**sine brødre** his brothers
Laman Laman				**glad + ere** happier		**Nefi** Nephi
Lemuel Lemuel				**flittig + ere** more diligent		**Lemuel** Lemuel
Sam Sam				**smuk + kere*** more beautiful		**Lehi** Lehi
Sarija Sariah				**tålmodig + ere** more patient		**dem** them
Lehi Lehi			**mere** more	**trofast(e)** faithful		**os** us
Vi We				**dov<u>en</u>(ne)** lazy		
De They				**intelligent(e)** intelligent		
				pålidelig(e) reliable		

Var vi flittigere end Lemuel idag?
Were we more diligent than Lemuel today?
Ja, vi var flittigere end Lemuel idag.
Yes, we were more diligent than Lemuel today.
Nej, vi var ikke flittigere end Lemuel idag.
No, we were not more diligent than Lemuel today.

Var de ikke mere intelligente end os?
Weren't they more intelligent than us?
Jo, det var de.
Yes, they were.
Nej, det var de ikke.
No, they weren't.

Adjectives ending in a short stressed vowel plus a consonant often double the final consonant before adding the comparative and superlative endings.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Comparing attributes of Nephi and his family

Scenario

After you invited Line to be baptized, she said, "I'm not ready. I don't think I have enough faith." You asked her if you could visit the following day and talk about how to increase faith and she accepted willingly. You and your companion decide to teach her how to build faith by using Nephi and his family as an example.

1. Practice: Individually, write an outline in Danish for a lesson about faith that uses scriptures and comparisons about Nephi and his brothers to show what actions lead to strong faith. When you are done, collaborate with your companion to create an outline you will use to teach Line. Practice teaching someone in the classroom as if they were Line.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity as needed.

Additional Scenario(s)

Either speaking out loud or writing in Danish, use comparisons to describe characteristics of members of your family.

Superlatives

Min kammerat	**er**		**den**	**højeste**	**missionær.**
My companion	is		the	tallest	missionary.

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

Min kammerat	**er**	**[ikke]**	**den**	**høj + este**	**missionær**
My companion	is	[not]	the	tallest	missionary
Mormons Bog				**glad + este**	**bog**
The Book of Mormon				happiest	book
Joseph Smith				**flittig + este**	**lærdom**
Joseph Smith				most diligent	doctine
Nefi				**morsom + ste**	**profet**
Nephi				funniest	prophet
Forsoningen				**tålmodig + ste**	**lærer**
The Atonement				most patient	teacher
?-				**mest**	**sand +e**	**eksempel for os**
				most	true	example for us
					intelligent +e	
					intelligent	
					vigtig +e	
					important	

Er min kammerat den højeste missionær?
Is my companion the tallest missionary?
Ja, din kammerat er den højeste missionær.
Yes, your companion is the tallest missionary.
Nej, din kammerat er ikke den højeste missionær.
No, your companion is not the tallest missionary.

Er Nefi ikke den mest intelligente?
Isn't Nephi the most intelligent?
Jo, det var han.
Yes, he is.
Nej, det var han ikke.
No, he wasn't.

Definite superlatives don't have to have a noun after them. For example: "Min kammerat er den højeste." is also an appropriate sentence.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Giving compliments and descriptions from the Book of Mormon

Scenario

1. Practice: On your own paper, write compliments in Danish about members of your family and friends from home using superlatives.

2. Re-practice: Give your sentences to your companion and read them aloud to each other and then translate their meaning.

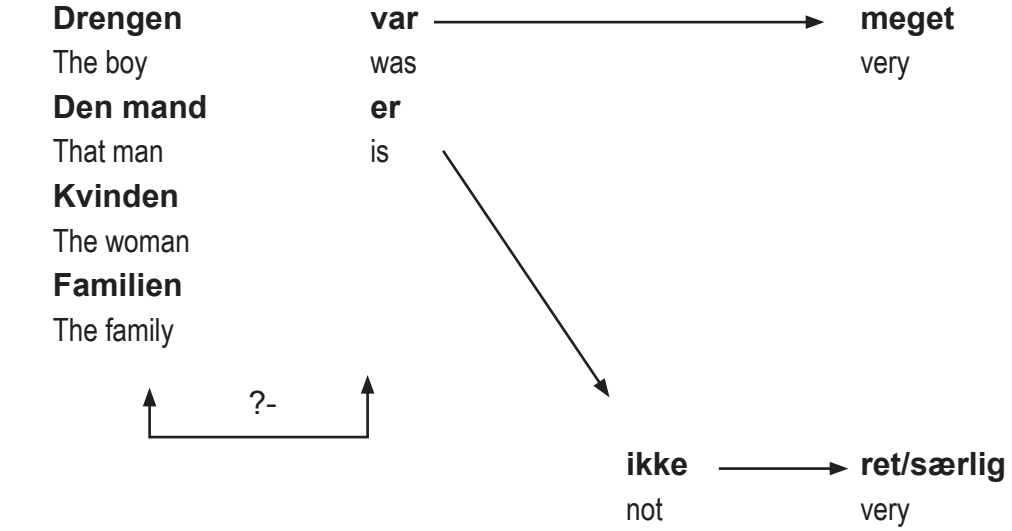
Additional Scenario(s)

Give compliments to each other.

“Very” (Meget vs. Ret & Særlig)

Drengen	**var**	**meget**	**interesseret.**
The boy	was	very	interested.

Ja,
Yes,
Nej
No,



Var familien meget interesseret?
Was the family very interested?
Ja, familien var meget interesseret.
Yes, the family was very interested.
Nej, familien var ikke særlig interesseret.
No, the family was not very interested.

Var kvinden meget troende?
Was the woman very religious?
Ja, kvinden var meget troende.
Yes, the woman was very religious.
Nej, kvinden var ikke ret troende.
No, the woman was not very religious.

Function: Narrating experiences and telling stories
Context: Potential investigators

Scenario

You and your companion have just finished your daily planning meeting after a successful day of contacting. You found ten potential investigators who gave you their phone number so you could call and set up an appointment later!

1. Practice: In the potential investigator section of the area book, write down the potential investigators' names and numbers and fill out the comments section with some useful information that will help you remember them when you call tomorrow to set up an appointment. Try to use either meget, ret or særlig at least once for each person.

2. Re-practice: Repeat the practice section, using a different list of potential investigators.

Additional Scenario(s)

Pick someone in the classroom and ask that person whether he/she is very: tørstig, sulten, glad, forvirret, seriøs, dygtig, sød, tålmodig, flittig, etc.

Adverbs of Location and Motion

Vi	**går**				**derud.**	
We	go				out there.	
Ja,	**Vi**	**går**	**(ikke)**	***(der)**		**ud**	out
Yes,	We	go(es)/walk(s)	(not)	(there)		**ind**	in
Nej	**Man**	**kommer**		**(her)**	**+**	**bort**	away
No,	One	come(s)		(here)		**ned**	down
Jo,	**Hun**	**kører**				**op**	up
Disagreeing yes	She	drive(s)				**hjem**	home
	Han	**cykler**				**frem**	forward
	Him	bike(s)				**over**	over
	De					**om**	over
	They					**hen**	over
	I	**er**	**(ikke)**	**(der)**		**ud + e**	out
	Y'all	is/are	(not)	(there)		**ind + e**	in
	Slagteren	**ligger**		**(her)**	**+**	**bort + e**	away
	The butcher	lies/is		(here)		**ned + e**	down
	Lejligheden	**bor**				**op + pe**	up
	The apartment	live(s)				**hjem + me**	home
	?-					**frem + me**	forward
						over + re	over
						om + me	over
						hen + ne	over

Ligger lejligheden dernede?
Is the apartment down there?

Ja, lejligheden ligger dernede.
Yes, the apartment is down there.

Nej, lejligheden ligger ikke dernede.
No, the apartment is not down there.

Kører vi ikke hjem?
Aren't we driving home?

Jo, det gør vi.
Yes, we are.

Nej, det gør vi ikke.
No, we're not.

All adverbs of location and motion can stand alone, or add "der-" or "her-" as a prefix.

Function: Asking and answering questions of time, date, and location
Context: Giving directions/ reading a map

Scenario

You and your companion have ten teaching appointments lined up for tomorrow. You'll have to plan an efficient route through town during your daily planning meeting if you are to be on time to each of them. Using your planner and a map, determine the best route for you and your companion to take.

1. Preparation by the teacher beforehand or quickly by the class: Use a map in the classroom or prepare a map by either drawing one on the board or printing a couple. Designate ten locations on the map at random and assign each residence a fictional name. Then fit each of the names into a daily schedule (doesn't matter what order).

2. Practice: With your companion, discuss what the best route would be to get to all of your appointments on time
according to the map and schedule prepared beforehand. You might need to discuss which investigators you could call during planning to adjust appointment times if need be.

3. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

With someone in the classroom other than your companion, use the adverbs and grammar learned in this lesson to briefly explain where the following are located and how you would get there: temple, dorm room, cafeteria, teacher, companion, your scriptures, Laundromat, gym, field, post office, bookstore, etc.

Indefinite Pronouns as Adjectives

Har Have	**I** y'all		**noget** any		**vand?** water?
Har Have	**I** y'all **de** they **du** you **vi** we	**(ikke)** (not)	**noget** any/some	(not countable)	**vand** water **tålmodighed** patience **brød** bread **olie** oil **kød** meat
			nogen any/some	(countable)	**kartofler** potatoes **vindruer** grapes **pølser** red sausages **æbler** apples **rødebedder** red beets

Ja,
Yes,
Nej,
No,
Jo,
Disagreeing yes
Javist,
Strong yes,
Jovist,
Strong disagreeing yes,

Har I noget rugbrød?
Do you have any rye bread?

Javist, det gør vi.
Yes, of course we do.
Nej, det gør vi ikke.
No, we don't.

Har vi ikke nogen æbler derhjemme?
Don't we have any apples at home?

Jovist.
Yes, of course.
Nej.
No.

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Grocery shopping

Scenario

It is preparation day and you are shopping at Netto for all the food you'll need for the coming week. You forgot to make a list of the things you need and forgot to look at what you have before leaving the apartment.

1. Practice: Pretend the classroom is Netto. The teacher or another missionary can act as a store worker. Shop for everything you need. If you can't remember whether you have something or not, ask your companion. If you can't find something, ask the worker if they have any of that item and then ask where you can find it.

2. Re-practice: Switch roles and rotate as needed.

Additional Scenario(s)

You're getting ready to leave the MTC to fly to Denmark. Take a quick inventory of what you have and what you don't have that you might need before you go. For example: Jeg har nogle sorte sokker men jeg har ikke nogen blå sokker.Jeg har nogle slips. Jeg har ikke nogen brune sko.

Conceptual Practice: “When” (Hvornår, Når, & Da)

Use *når* when referring to an event or period of time in the future, and whenever you can replace *when* with *whenever* in referring to the future or the past without changing the meaning of the sentence. Use *da* when referring to an unrepeated event or period in the past. Use *hvornår* when the *when* referred to is unknown.

- When is she coming?
- She’s coming when she feels like it.
- When I was in Denmark, I ate pastries.
- When I am in Denmark, I eat pastries.
- When were you a missionary?
- I was a missionary when I was young.
- They know when he reads.
- I don’t know when Christ will come again.
- He laughs when you tickle him.
- He was baptized when he was eight.
- She sings loudly when the organ plays.
- When does the organ play?
- The organ plays when we’re in church.
- She learned a lot when she was in Skive.
- He learns a lot when he studies diligently.

Hvordan means *how* and *hvor* means *where*. However, sometimes when we say *how* in English, we actually need to say *hvor* in the Danish translation. This only happens when quantifying *how much* of something. For example, “how tall is he?”, “how many kids do you have?”, “how righteous was Nephi?”, would all be translated with *hvor.* For everything else, use *hvordan*.

- How much time did it take you?
- How did you do it?
- Do you know how he did it?
- How green is *your* lawn?
- How did you get it that green?
- Did anyone show you how?
- How much did it cost?
- How big was the bag of fertilizer?
- I didn’t think you’d know how to use it.
- Did he say how often you’re supposed to water it?
- No. I don’t know how and I don’t know how much.
- I don’t know how it’s such a mystery.
- I mean how hard can it really be to keep your grass green?
- Thanks Fred
- Yeah. I’ll see you later.

Conceptual Practice: “Why” (Hvorfor vs. Derfor)

This principle is very important when communicating in Danish and extremely easy. The trick is making sure to remember it when speaking. Use the sentences below to help make this automatic. Whenever you use the phrases “*That is/was why…*” or “*This is/was why…*”, use *derfor*. For everything else, use *hvorfor*.

-Why did you do that?
-Did you know why she did that?
-That’s why I came.
-And that is why I like macaroni.
-Why is the sky big?
-I don’t know why he’s here.
-This is why I don’t eat macaroni.
-That was why she didn’t eat macaroni ever again.
-Is that really a good enough reason why?
-Why do you say that?
-Let me tell you why.
-Does she know that’s why you like macaroni?
-She doesn’t care why.
-Why is he in trouble?
-He called to tell us why he couldn’t make it.
-He said that was why he couldn’t come.
-This was why I told you not to tell me the bad news.

Hvis and *om* can both mean *if* in English. However, they are not interchangeable. The best trick at the beginning is to replace the *if* in your head with *whether*. If the sentence still makes sense and the meaning hasn’t changed, then you must use *om* in Danish.

- Do you know if he is coming?
- He’s coming if you remembered to tell him.
- If you’re done, then go eat lunch.
- If the Book of Mormon is true, then Joseph Smith must be a true prophet.
- I’ll cut my hair if you like it better that way.
- I’ll cut my hair if you like it better that way or not.
- It’s important to find out if the Book of Mormon is true.
- If you feel a prompting from the Holy Ghost, will you be baptized?
- If you exercise faith, Heavenly Father will answer your prayers.
- I’m not sure if the weather is good enough.
- If the sails tear, we won’t get very far.
- Faith is like a little seed. If it’s planted, it will grow.
- We’ll be there if at all possible.
- I’ll be disappointed if you aren’t able to come.

Inversion of Subject and Verb Part I

	Først	**begynder**	**vi**		**med at sige: “Kære Himmelske Fader.”**
	First	begin	we*		by saying: “Dear Heavenly Father.”
Ja,	**Først**	**begynder**	**vi**	**(ikke)**	**med at sige: “Kære Himmelske Fader”**
Yes,	First	begin	we	(not)	by saying: “Dear Heavenly Father”
Nej,	**Og så**	**takker**	**du**		**for vore velsignelser**
No,	Then	thank	you		for our blessings
	Efter det	**beder**	**man**		**om hjælp**
	After that	ask	one		for help
	Mens du beder	**kan**			**stille spørgsmål**
	As you pray	can			ask questions
	For at afslutte bønen	**siger**			**“I Jesu Kristi navn. Amen”**
	To end the prayer	say			“In the name of Jesus Christ. Amen”
	Hvis du beder hver dag	**vil**			**få vejledning**
	If you pray every day	will			receive guidance

Begynder vi først med at sige: “Kære Himmelske Fader”?
Do we begin first by saying: “Dear Heavenly Father”?
Ja, først begynder vi med at sige: “Kære Himmelske Fader.”
Yes, we begin first by saying: “Dear Heavenly Father.”
Nej, først begynder vi ikke med at sige: “Kære Himmelske Fader.”
No, first we do not begin by saying: “Dear Heavenly Father.”

In Danish, if a dependent clause precedes an independent clause, the subject and first verb of the independent clause switch places (verb precedes subject). The dotted line separates the dependent clause from the independent clause in this board display.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching someone how to pray

Scenario

You and your companion are teaching Wen, a man from China who came to Denmark as a student seven years ago. He has been working with Danes for the last couple of years and his Danish is better than his English. Although he's been in Denmark for years, he still knows very little about God and religion. After teaching him about God, prophets, and committing him to read the introduction to the Book of Mormon, you ask him if he'd like to pray but he says he doesn't know how.

1. Practice: In pairs, one plays the role of Wen while the other plays the role of the missionary. Teach Wen how to pray simply, making sure to use inversion of the first verb and subject when necessary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

In your last lesson with Brandon, you notice that, although sincere, he has been addressing Jesus in his prayers instead of Heavenly Father. Practice how you would go about teaching Brandon how to pray the next time you visit with him.

Inversion of Subject and Verb Part II

	Når man dør		**går**	**man**		**til åndeverdenen.**
	When one dies		goes	one		to the spirit world.
Ja,	**Når man dør**		**går**	**man**	**(ikke)**	**til åndeverdenen**
Yes,	When one dies		goes	one	(not)	to the spirit world
Nej,	**Hvis man holder befalingerne**		**er**			**lykkelig**
No,	If one keeps the commandments		is			happy
	Hvis man bliver døbt		**skal**			**til det celestiale rige**
	If one is baptized		shall/goes			to the celestial kingdom
	Når man opstår		**lærer**			**om evangeliet**
	When one is resurrected		receives			about the gospel
	I åndeverdenen		**får**			**et fuldkomment legeme**
	In the Spirit World		receives			a perfect body
		(dependent clause)		(independent clause)		

In dependent clauses, short adverbs such as "ikke" come after the first verb. Colloquially, they can also come immediately before the first verb.

Short adverbs still come after the subject and first verb in independent clauses, even if the subject and verb are inverted

---

Skal man til det celestiale rige hvis man bliver døbt?
Goes one to the celestial kingdom if he/she is baptized?
Ja. Hvis man bliver døbt skal man til det celestiale rige.
Yes. If one gets baptized, he/she goes to the celestial kingdom.

Får vi et fuldkomment legeme i åndeverdenen?
Do we receive a perfect body in the Spirit World?
Nej. I åndeverdenen får vi ikke et fuldkomment legeme.
No. In the spirit world we do not receive a perfect body.

Scenario

You're teaching Mikkel who said on the street, "Jeg tror ikke på efterlivet. Men hvis det faktisk eksisterer, ville det være interessant at lære om det". He agreed to let you come teach him about the after-life and the Plan of Salvation.

1. Practice: With your companion, teach Mikkel about what happens after we die and what we need to do to prepare ourselves for the next world. Teach someone else in the district as if they were Mikkel.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Practice teaching the last half of the Plan of Salvation to someone in your district as if they were meeting with you for the second time.

Passive Voice Using “At blive”

Kirken The Church	**blev** was		**genoprettet.** restored.
Kirken The Church	**blev** was/were	**(ikke)** (not)	**genoprette + t** re-established
Evangeliet The gospel	**bliver** is/are		**gengive + t** re-given/given back
Mormons Bog The Book of Mormon	***er blevet** has/have been		**oversætte + at** translated
Sandheden The truth			**undervise + t** taught
Myndigheden The authority			**døbe + t** baptized
Joseph Smith Joseph Smith			**kalde + t** called
Missionærer Missionaries			**sende + t** sent
Præstedømmet The priesthood			**tabe + t** lost
Evangeliets fylde The fullness of the Gospel			**afvise + t** rejected
Profeterne The prophets			**slå + et ihjel** killed
Apostlene The apostles			**forvirre + t** confused
			fordreje + t distorted

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

at blive - to become/to be

?-

Blev de døbt?
Were they baptized?
Ja, de blev døbt.
Yes, they were baptized.
Nej, de blev ikke døbt.
No, they were not baptized.

Er Mormons Bog ikke blevet oversat?
Hasn’t the Book of Mormon been translated?
Jo, det er den.
Yes, it has.

If there are two verbs, only switch the first to form a question. Also, ‘ikke’ will come before the second verb.

Function: Asking about and describing actions and events
Context: The Great Apostasy and the Restoration

Scenario

You are returning to the Ibsen's home for your second visit. After the prayer, and while asking about their reading in the Book of Mormon, you find that he and his wife have not done their reading in the Book of Mormon and you discern that they do not understand the Restoration or its importance.

1. Practice: Working in companionships and using the grammar principle of this lesson, re-teach the Ibsens what happened during the Great Apostasy and about the Restoration of the Gospel and help them understand why it is so important. One missionary takes the role of the investigator and the other one takes the role of the missionary.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give help and encouragement as needed.

Additional Scenario(s)

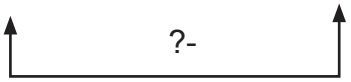
You have been invited by the bishop to teach the Gospel Essentials class for new members and investigators on the topic of the Book of Mormon. Take your role as the teacher of the class, and your companion will take the role of a member of the class. Discuss the Book of Mormon, its coming forth, its importance in our lives, and how it is an instrument that helps us stay on the straight and narrow path.

Passive Voice using S-form in present tense

Evangeliet The gospel	**forkyndes** is preached		**af missionærerne.** by the missionaries.

Evangeliet The gospel	**forkyndes** is preached	**(ikke)** (not)	**af missionærerne** by the missionaries
Åbenbaring Revelation	**undervises** is taught		**af profeten** by the prophet
Sandheden The truth	**modtages** is received		**af apostlene** by the apostles
			menneskene the people

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes



Modtages evangeliet af menneskene?
Is the gospel received by the people?
Ja, evangeliet modtages af menneskene.
Yes, the gospel is received by the people.
Nej, evangeliet modtages ikke af menneskene.
No, the gospel is not received by the people.

Forkyndes ikke sandheden af missionærerne?
Isn't the truth preached by the missionaries?
Jo, det er den.
Yes, it has.

S-form can also be used with a modal verb to make the future tense. Ex: 'Evangeliet vil forkyndes af missionærerne'.

Function: Asking about and describing actions and events
Context: The effects of the Restoration

Scenario

After teaching a new investigator about the Restoration in your first appointment with him, he asks what difference it makes that the true Church has been restored.

1. Practice: In pairs, one missionary takes the role of the young man and the other takes the role of the missionary. Practice explaining to the new investigator all the wonderful things that can happen now that the Gospel has been restored, using s-form.

2. Re-practice: Switch roles and rotate.

Additional Scenario(s)

You're assigned to give a talk in sacrament meeting in your ward about the effects of the Restoration. Write down at least fifteen sentences about what happens now that the Gospel has been restored.

Passive Voice Using S-form in Past Tense

Mormons Bog The Book of Mormon	**oversattes** was translated		**af Joseph Smith.** by Joseph Smith.
Mormons Bog The gospel **Guldpladerne** The gold plates **Vidnesbyrd** Testimony **Åbenbaring** Revelation	**oversatte + s** was/were translated **så + s** was/were seen **gemte + s** was/were hidden **skjulte + s** was/were hidden **åbenbarede + s** was/were revealed **begravede + s** was/were buried **beskyttede + s** was/were protected **skrev + es** was/were written **bar + es** was/were born **modtog + es** was/were received	**(ikke)** (not)	**af Joseph Smith** by Joseph Smith **af profeter** by prophets **af De tre Vidner** by the three witnesses **af englen Moroni** by the angel Moroni **af Gud** by God

Ja,
Yes,
Nej
No,
Jo,
Disagreeing yes

?-

Modtoges åbenbaring af Joseph Smith?
Was revelation received by Joseph Smith?
Ja, åbenbaring modtoges af Joseph Smith.
Yes, revelation was received by Joseph Smith.

Oversattes Mormons Bog af De tre Vidner?
Was the Book of Mormon translated by the three witnesses?
Nej, det var den ikke.
No, it wasn't.

Function: Asking about and describing actions and events
Context: The Book of Mormon

Scenario

While contacting people on the street, you meet Tobias Rasmussen. During your conversation with him, you understand that he has some incorrect notions about where the Book of Mormon came from and what it is.

1. Practice: With someone other than your companion, one of you will play the role of Tobias while the other acts as the missionary. Using the principles learned in this lesson, the missionary will teach Tobias about the Book of Mormon, bear testimony of its divinity, and invite Tobias to read the Book of Mormon to find out for himself whether or not it is true.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are in your first lesson with Muhammad Ibrahim, who is Muslim. Teach him about the Book of Mormon, bear testimony, and teach him the importance of finding out if it is true. Invite him to read and pray about it.

THE CHURCH OF
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Missionary Training Center